



# **BIS HANOI**

## **ART GALLERY BOOK**

**2018 - 2019**



BRITISH INTERNATIONAL SCHOOL  
HANOI  
A NORD ANGLIA EDUCATION SCHOOL



*“This year’s Art Book celebrates, yet again, all of the fantastic Artwork that has been created in the Art department over the last academic year. This year has been filled with many exciting events and exhibitions to showcase the talent throughout our school. We commenced the academic year with a whole-school involvement in ‘The Big Draw’. The week was filled with collaborative activities, exciting mark-making techniques and hundreds of daily doodles. Some of the outcomes are presented proudly in our corridors, whilst others were auctioned at our fair, raising a significant sum of money for Tanzania.*

*We have also had many exhibitions to display the hard work and efforts of our IGCSE, IB and KS3 students. KS3 students had the opportunity to curate and display their stunning Artwork in ‘The Great Art timeline Exhibition’ in the Summer term. The well-attended event was the first exhibition of its kind and whilst it was hosted here at BIS, we were proud to exhibit our work alongside that of students from BVIS too. We were particularly proud of the IGCSE work this year which remained in the reception area for many days.*

*On top of the fun we have been having in art lessons, the students have also been incredibly busy with the Art Extracurricular activities. This included creating the set design for the school’s musical production ‘Annie’, a large canvas for Remembrance day, brightly coloured Vietnamese hats in EYC, as well as an Art mural on the wall of the Student Mentor room. Students have entered a range of competitions with recent success going to a pupil from 11 Pre-IB who was highly commended in the Global Campus art competition. Being global citizens, we also challenged our students of all ages to consider how we can upcycle their school uniform when they have finished with it. We were inundated with ideas from students of all ages who will now go on to collaborate with the Friends of BIS to put some of the designs into production ready for the International Fair later in the year.*

*The fun doesn’t end there though...*

*We are looking forward to an exciting new year ahead. The Art department will be moving to a specially designed suite of specialist workshops, while the existing classroom space will make way for a brand-new ‘Makerspace’ facilitating a STEAM curriculum for our school.*

*We hope you enjoy looking through all of the outstanding Artwork from our students.*

*Stephanie Miller  
Head of Art*

*Eibhlin Goppert  
Art Teacher*

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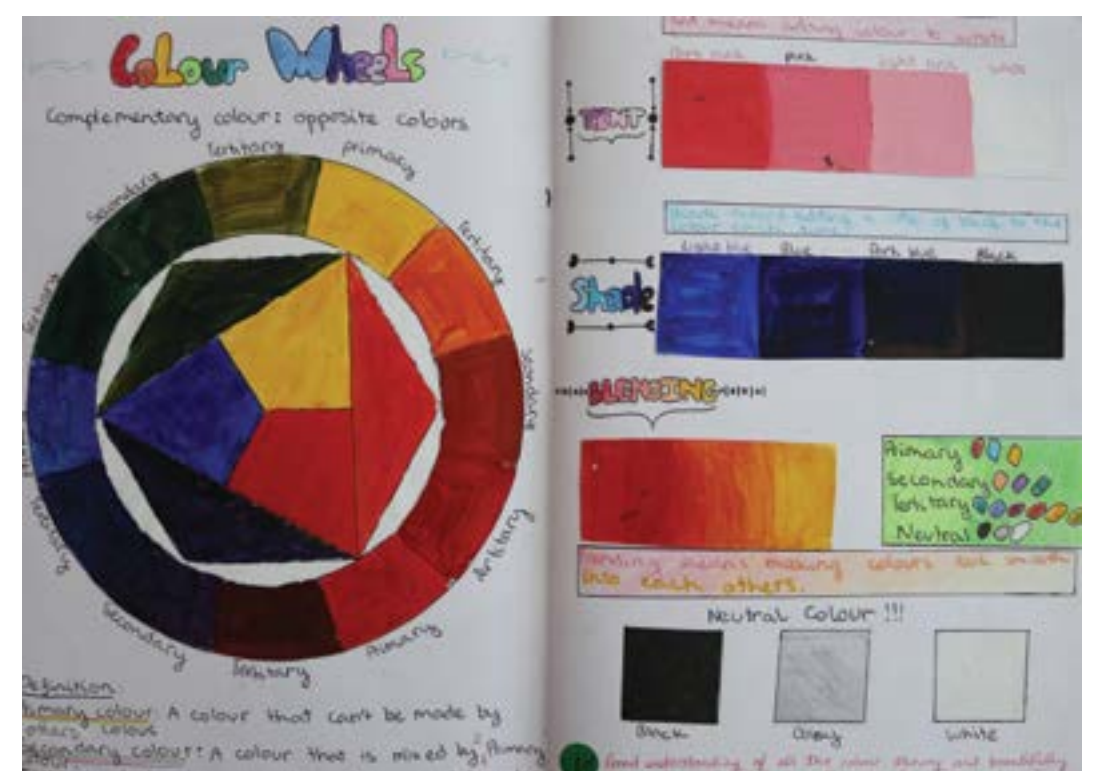




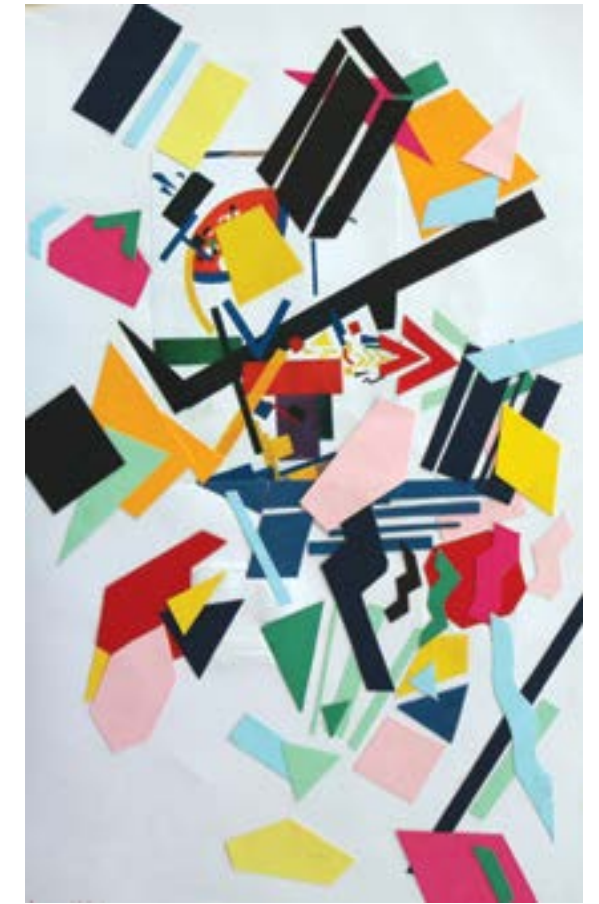
## YEAR 7

### Formal Elements Exploration

Year 7 began the year looking at the 7 key formal elements: line, colour, shape, form, tone, texture and composition. Students explored these elements using a variety of media to help broaden their understanding of how they are used in Art. Following experimentation in their sketchbooks, students worked towards a final piece in the style of Vincent Van Gogh.



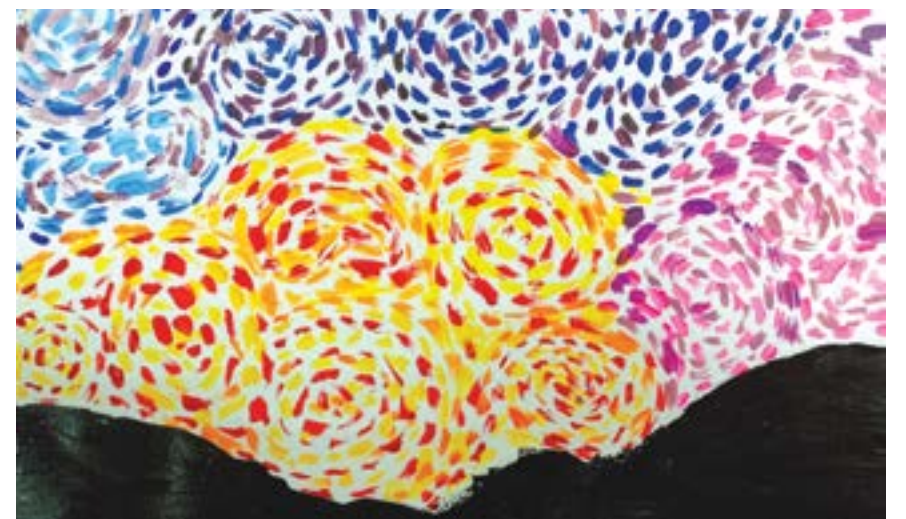




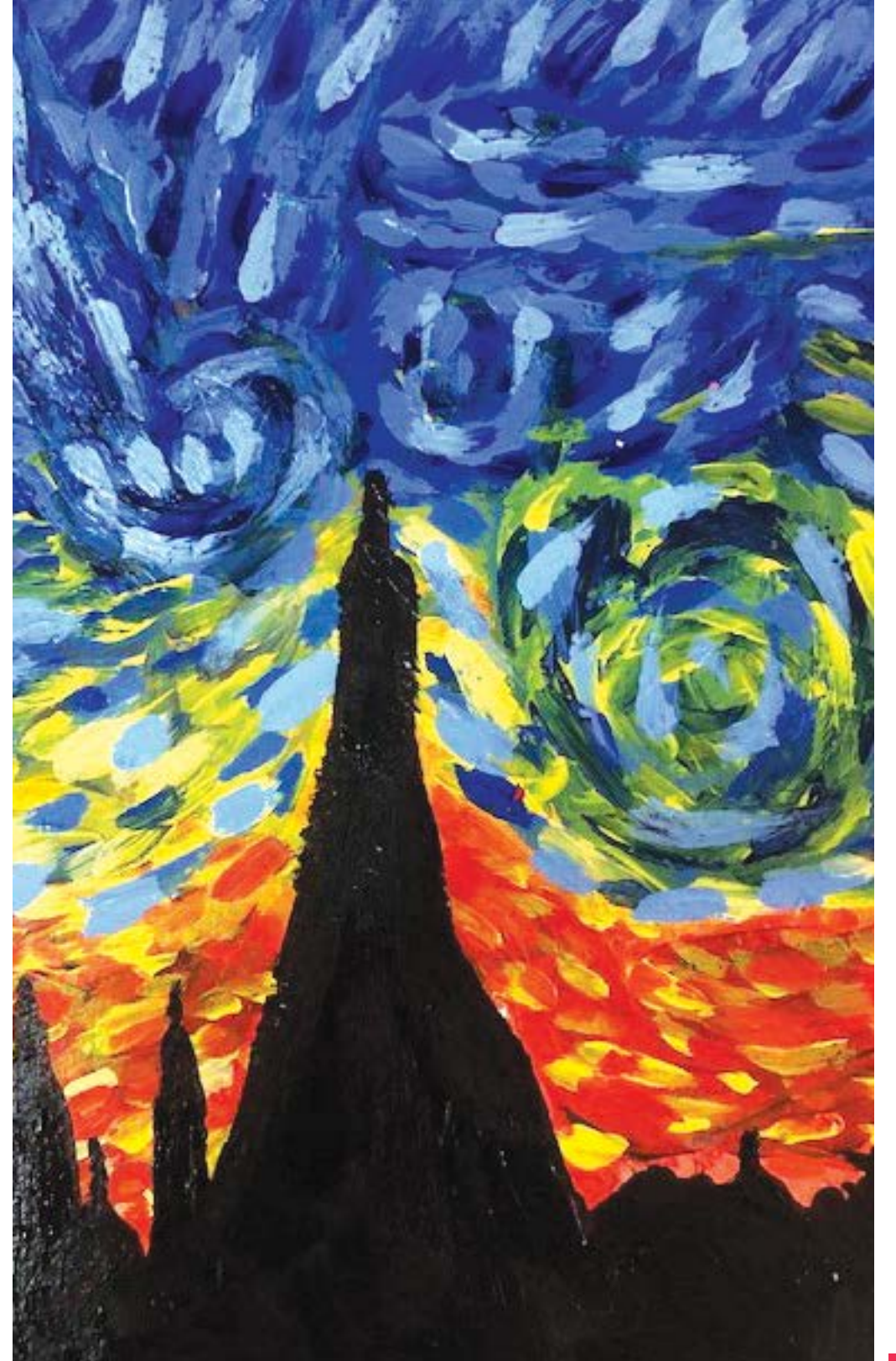
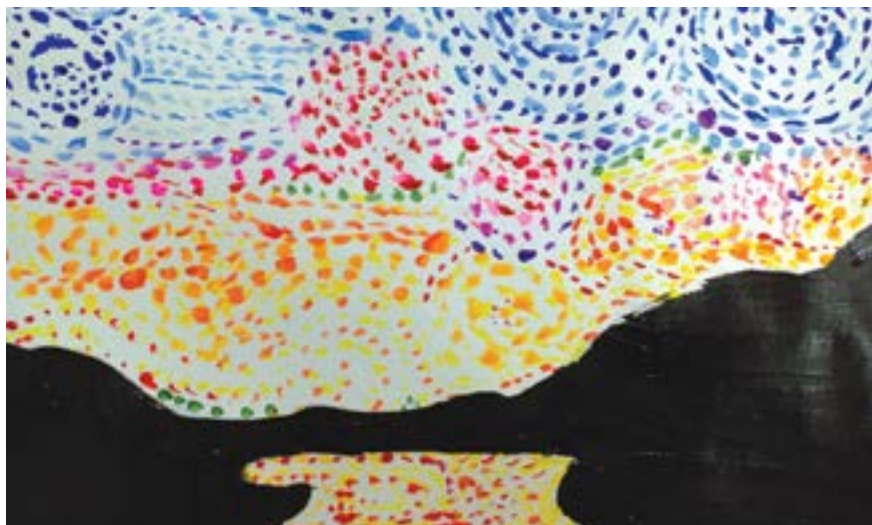
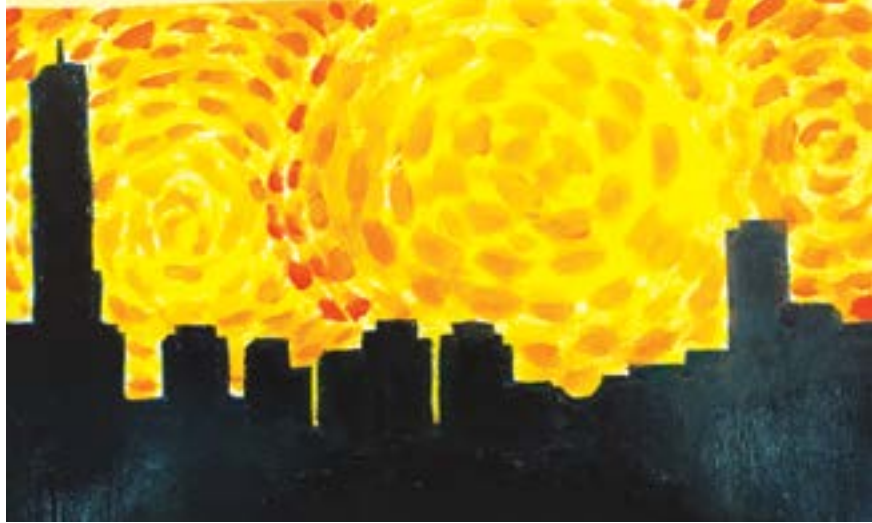


## YEAR 7

### *Formal Elements Final Pieces*









## YEAR 7

### *Art movement Sculptures*

In term 3, students created Artworks for 'The Great Art Timeline' Exhibition. This project allowed students to work in groups to create Artworks that represented a particular Art movement. Year 7 students focused on the Art movements: Gothic Art, Cubism, Vorticism and Pop Art.









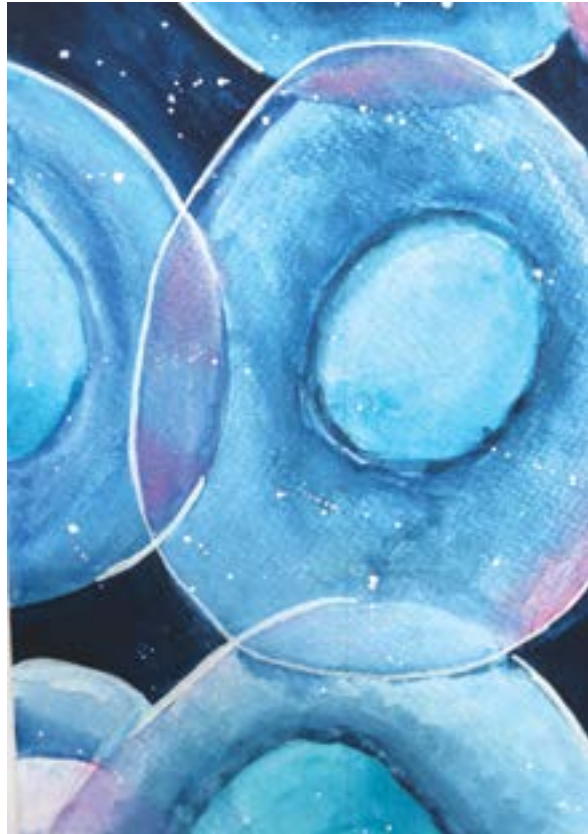
## YEAR 8

### *Organic vs Geometric - Sketchbook Work*

Year 8 began the year focusing on composition. Using this knowledge, they used different media and techniques to create a range of organic and geometric objects including flowers, shells and cells. These sketchbook pages demonstrate their experimentation and learning.



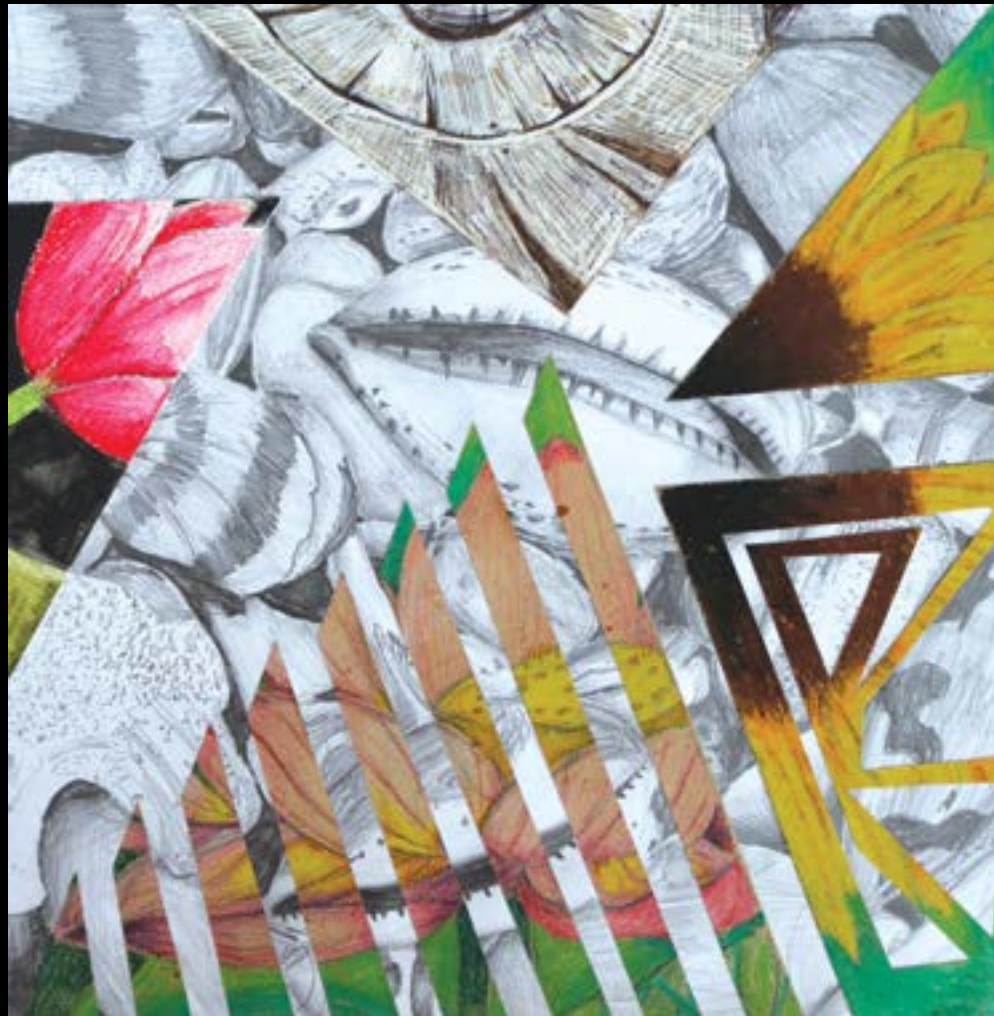




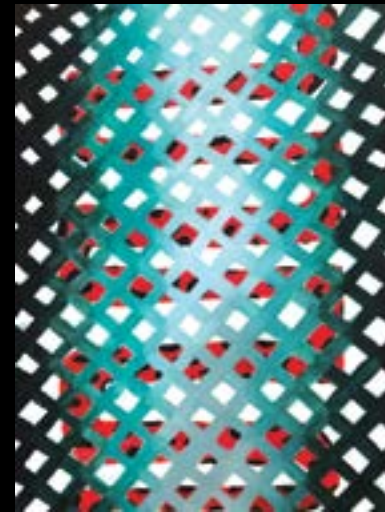
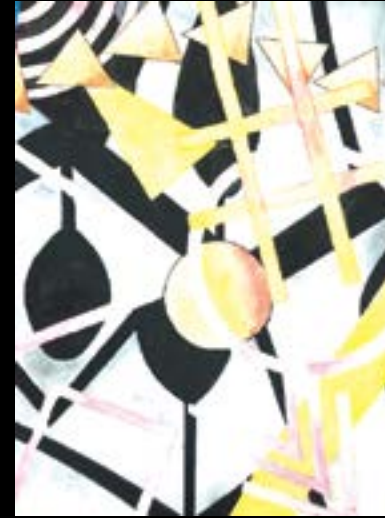


## YEAR 8

### *Organic vs Geometric - Final Pieces*





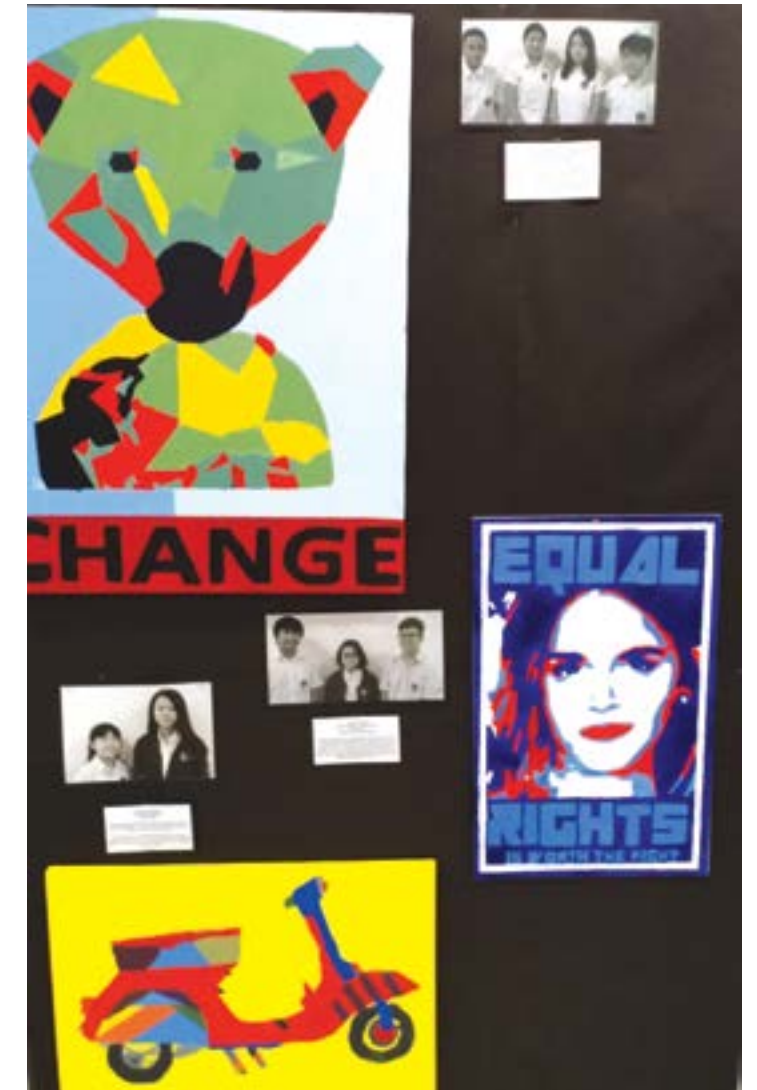
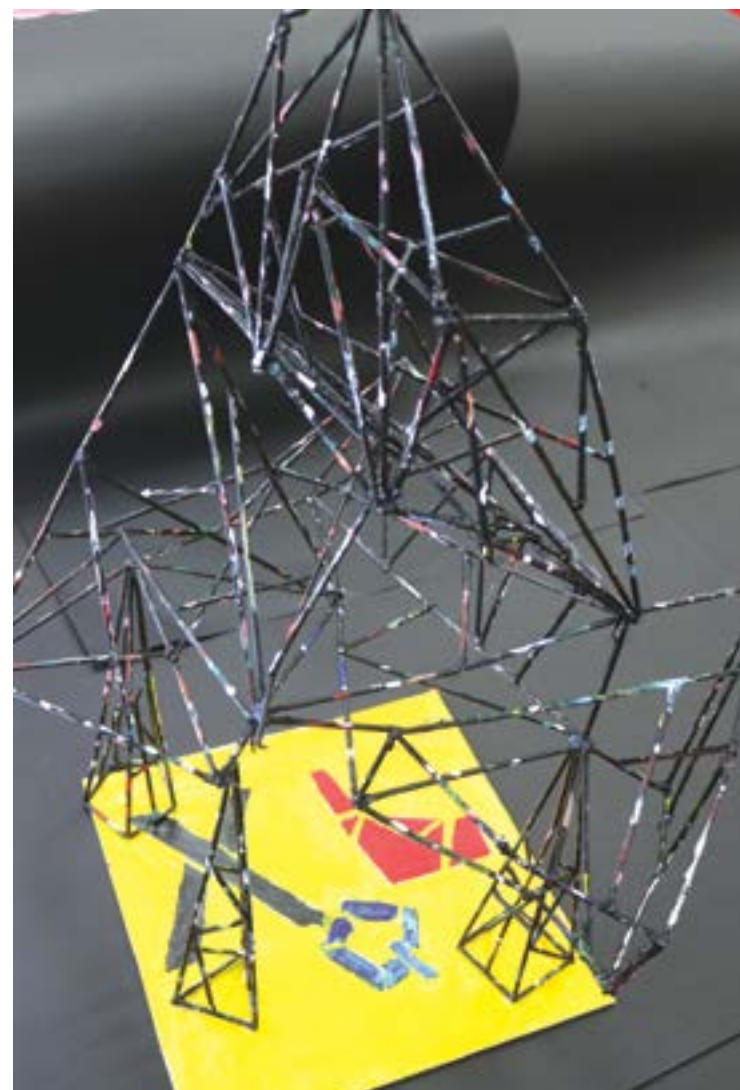




## YEAR 8

### *Art movement Sculptures*

In term 3, students created Artworks for 'The Great Art Timeline' Exhibition. This project allowed students to work in groups to create Artworks that represented a particular Art movement. Year 8 students focused on the Art movements: Futurism, Constructivism, Abstract expressionism and "Outsider" Art.





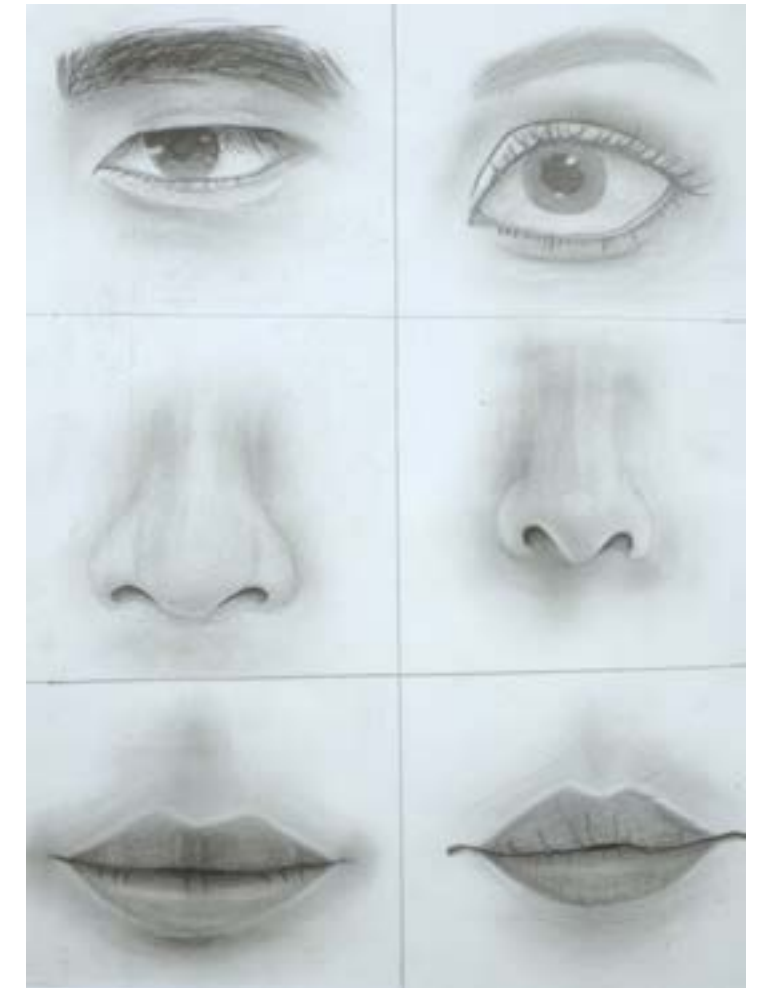




## YEAR 9

### *Portraiture Sketchbook work*

Students learned a wide range of portraiture techniques in Term 1. They learned how to achieve accuracy in their portraits and also used photoshop to edit their photographs. Once they had experimented with various techniques, they focused on the artists Andy Warhol and Pablo Picasso to create their own self portraits, painted using acrylic paints.

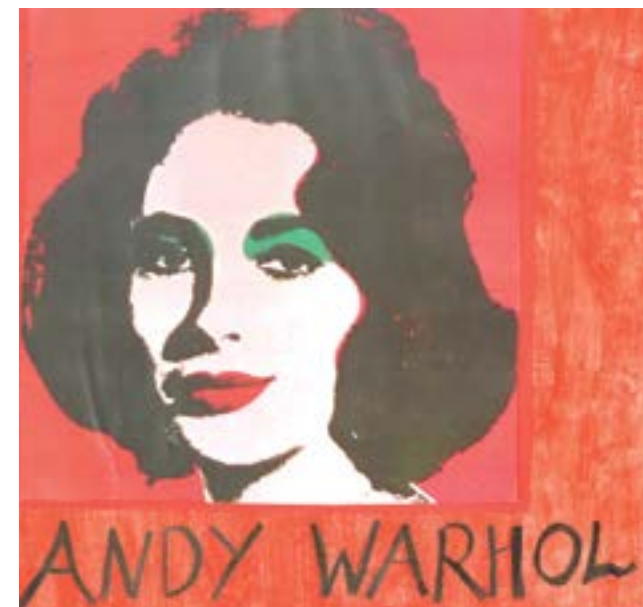






Andy Warhol used silk screen to make his artwork. A silk screen is a print using a designed stencil and a silk mesh. Only the holes in the stencil are stamped. He used this process on numerous materials and surface. In 1961, he showed his pop art paintings that focused on mass-produced commercial goods. His key concept was the 'industrialization' of art. In using other people's work and expanding upon their original concept, he changed other people's work as his style. Through his works, Pop art became widely known as a leader in the Pop Art movement.

*Grouping artist copy and excellent presentation. Make sure you with the research in your own words not copy and paste*



on August 6, 1928, in Pittsburgh, Pennsylvania, Andy Warhol was a successful magazine and an illustrator who became a leading artist of the 1960s. He was known for his work in the field of art, including painting, film-making, video installation and writing. Warhol died on February 22, 1987, in New York City.

He graduated from college with his Bachelor of Fine Arts degree in 1950. Warhol moved to New York City to pursue a career as a commercial artist. He was also at a time that he dropped the 'A' at the end of his last name to become Andy Warhol. He had a job with Hammer magazine in September, and went on to become one of the most successful commercial artists of the 1960s. He was frequent contributor to the magazine, often using his own techniques to make his drawings.



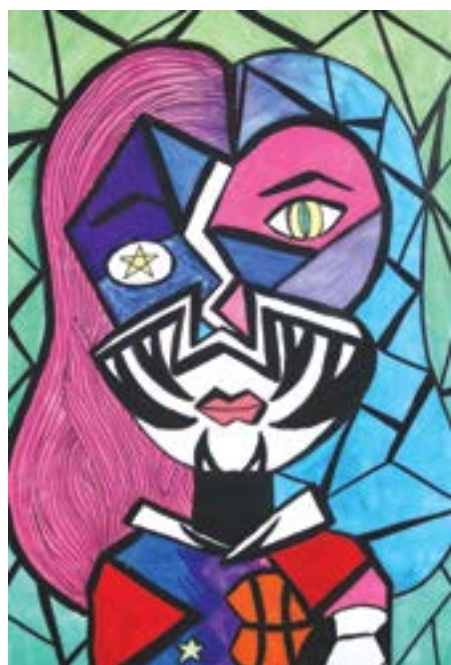


## YEAR 9

### *Portraiture Sketchbook work*







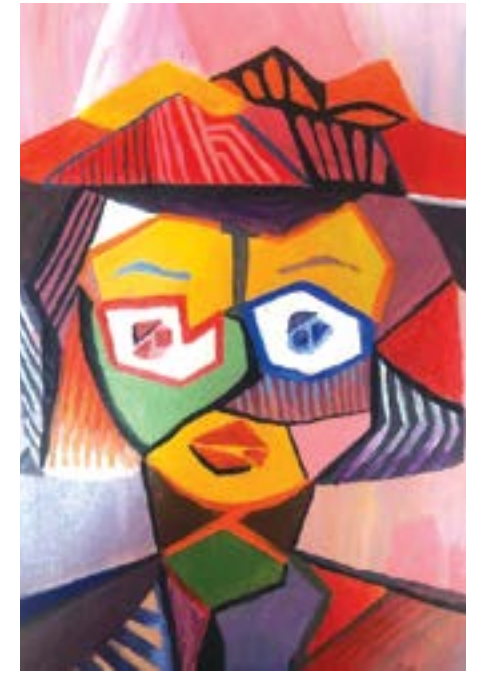


## YEAR 9

### *Picasso - Final Pieces*









## YEAR 9

### *Pop Art - Final pieces*







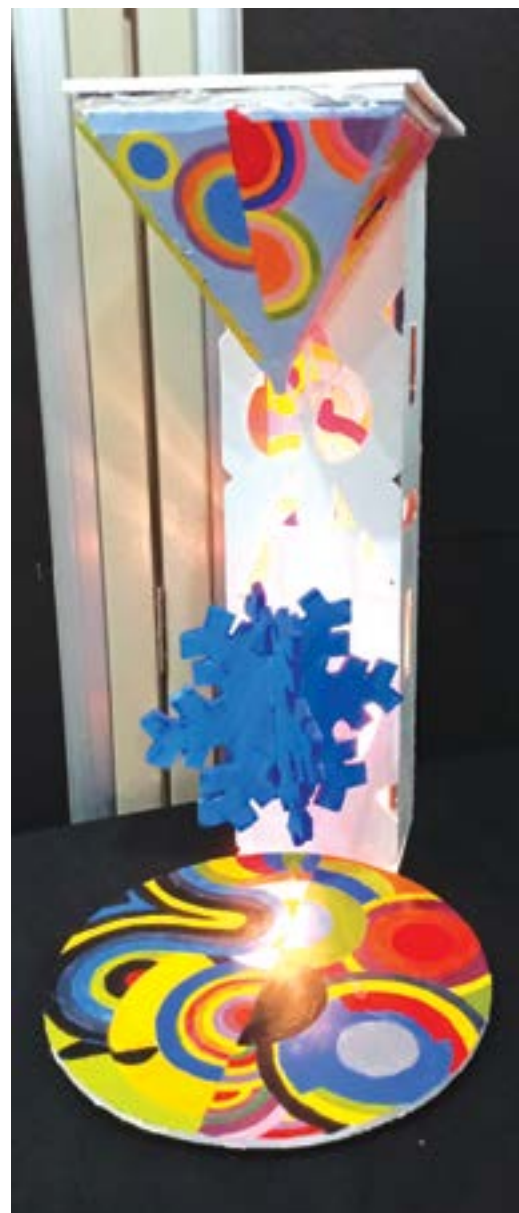


## YEAR 9

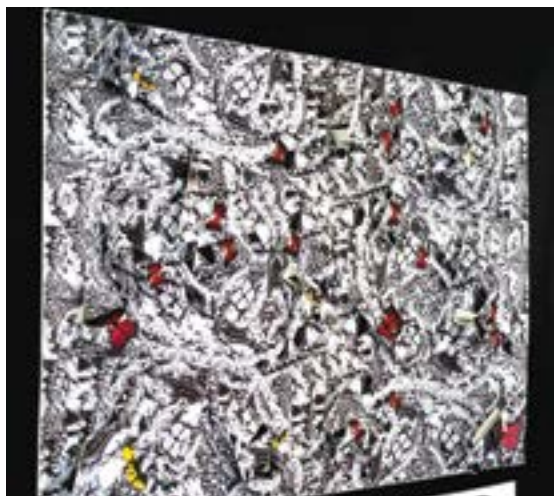
### Art movement sculptures



Arts and Crafts "Under the Sea"  
collection West with Dett.









## YEAR 11- IGCSE

Chau Anh Nguyen



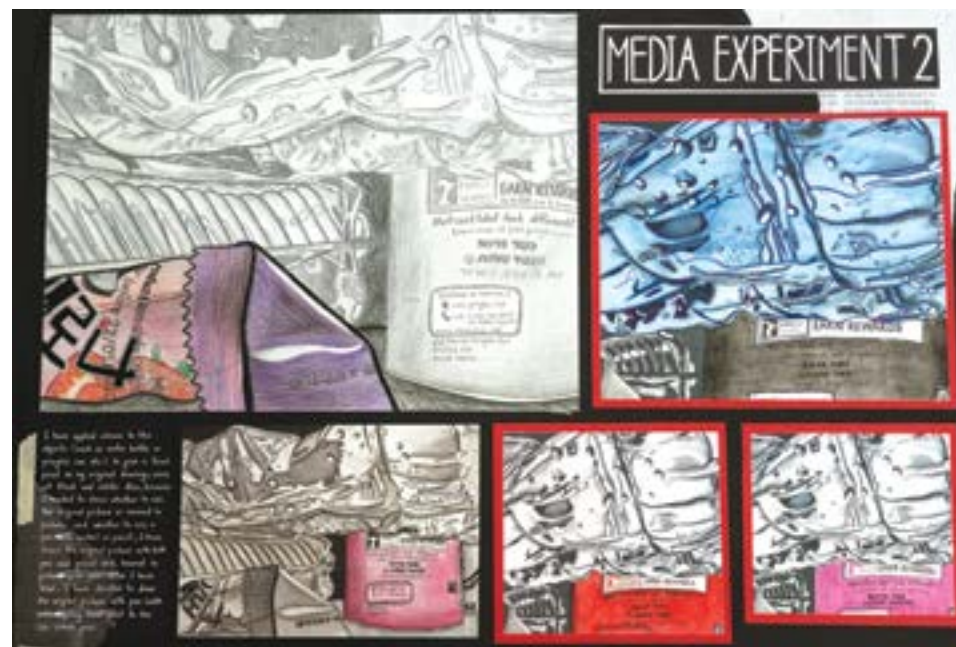




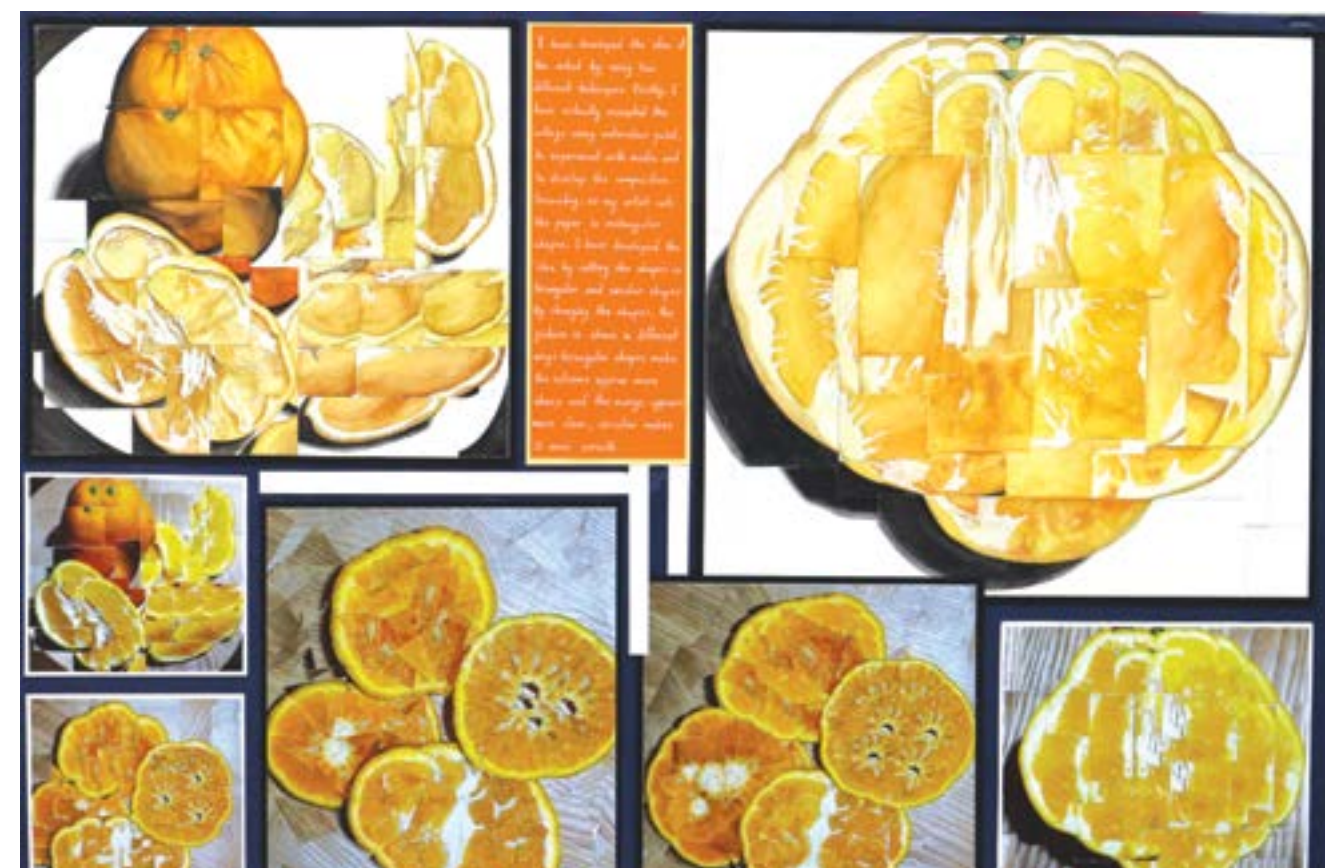
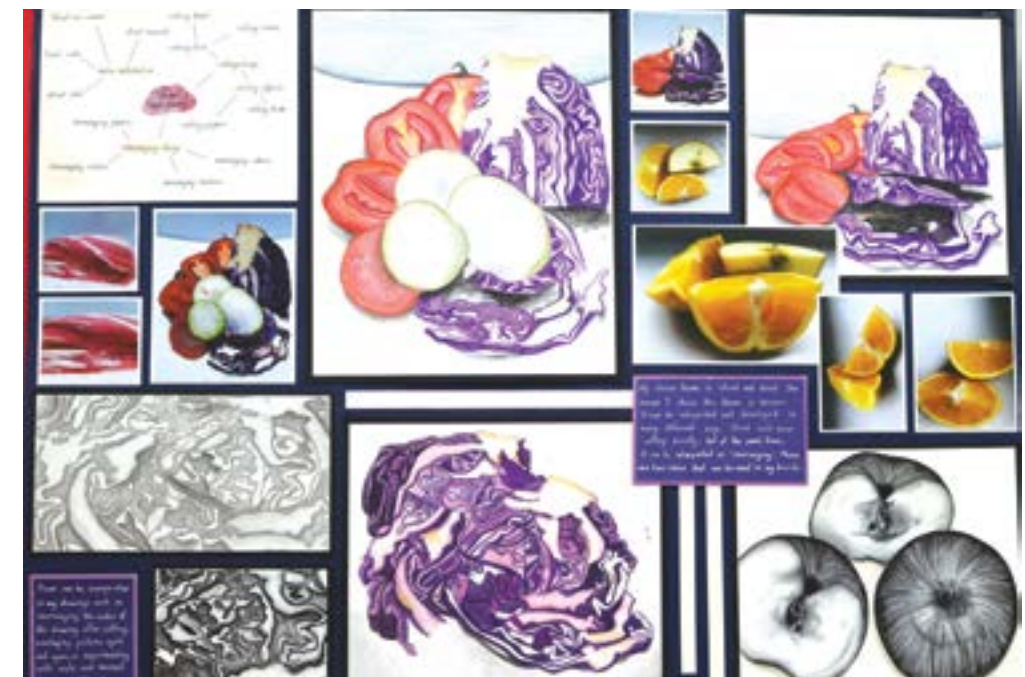


# YEAR 11 - iGCSE

Da Eun Jung









# YEAR 11 iGCSE

Duc Hung Nguyen









## YEAR 11 iGCSE

Duc Minh Nguyen









# YEAR 11 iGCSE

Gia Linh Nguyen



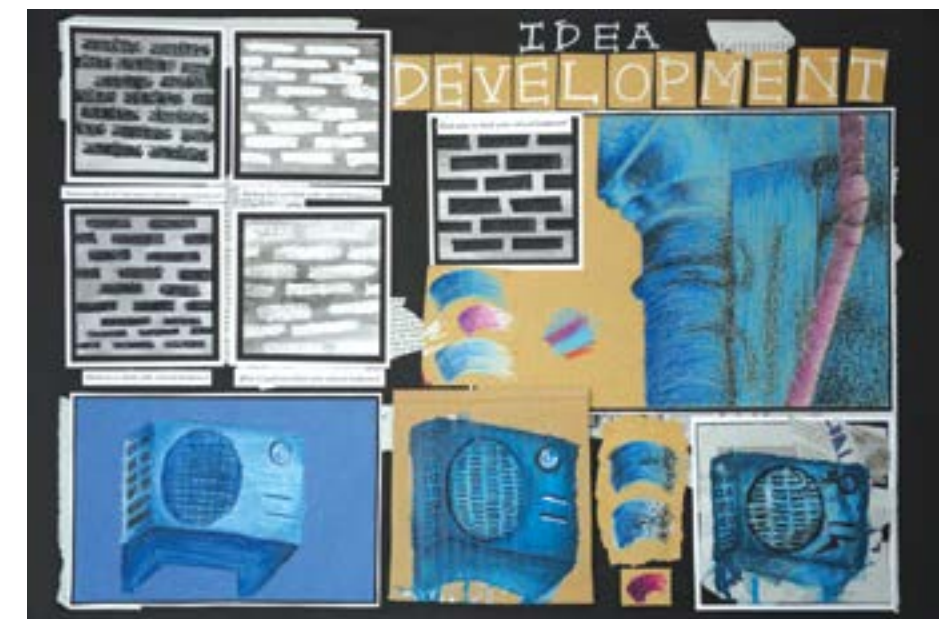
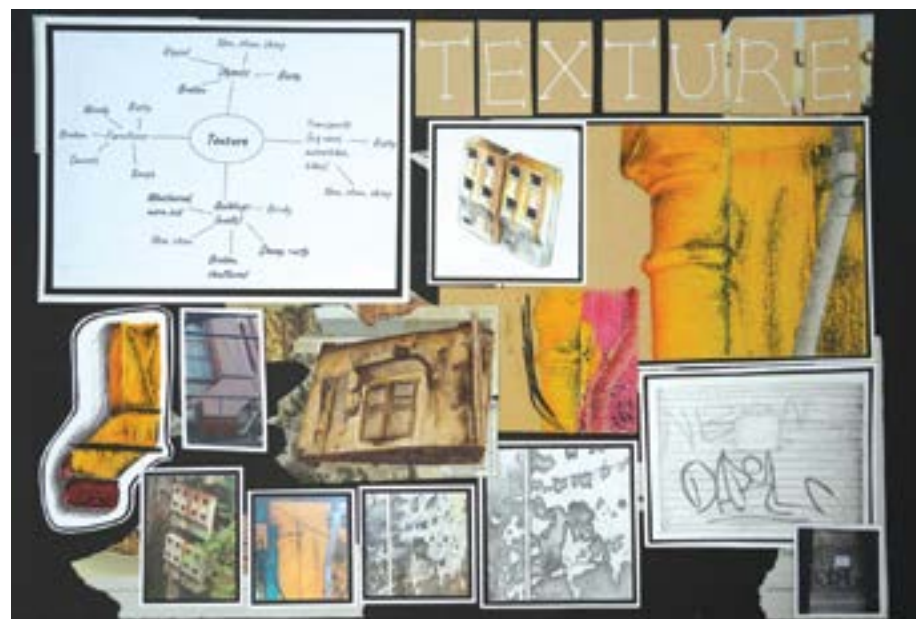






# YEAR 11 iGCSE

Ha An Chu



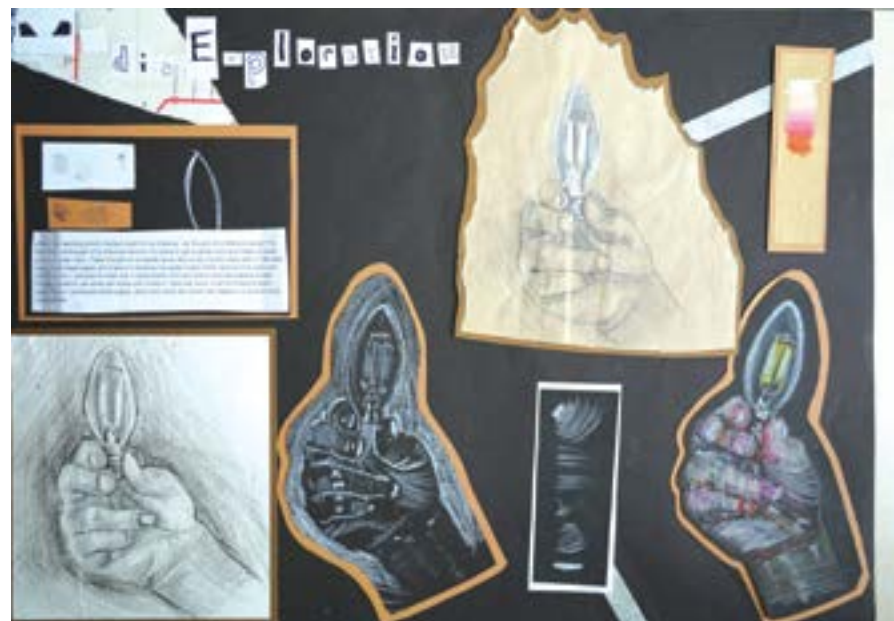






# YEAR 11 iGCSE

Hai Dang To



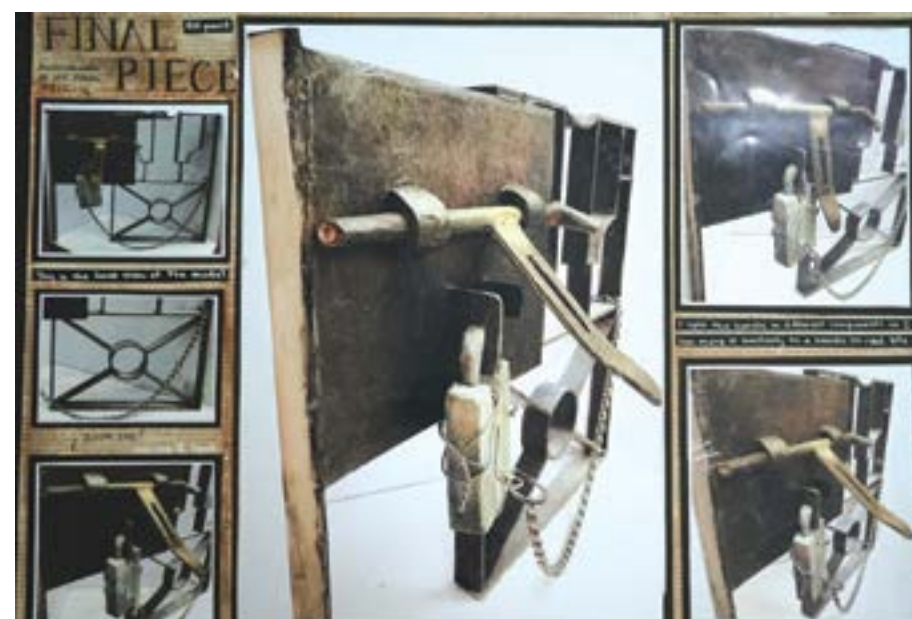




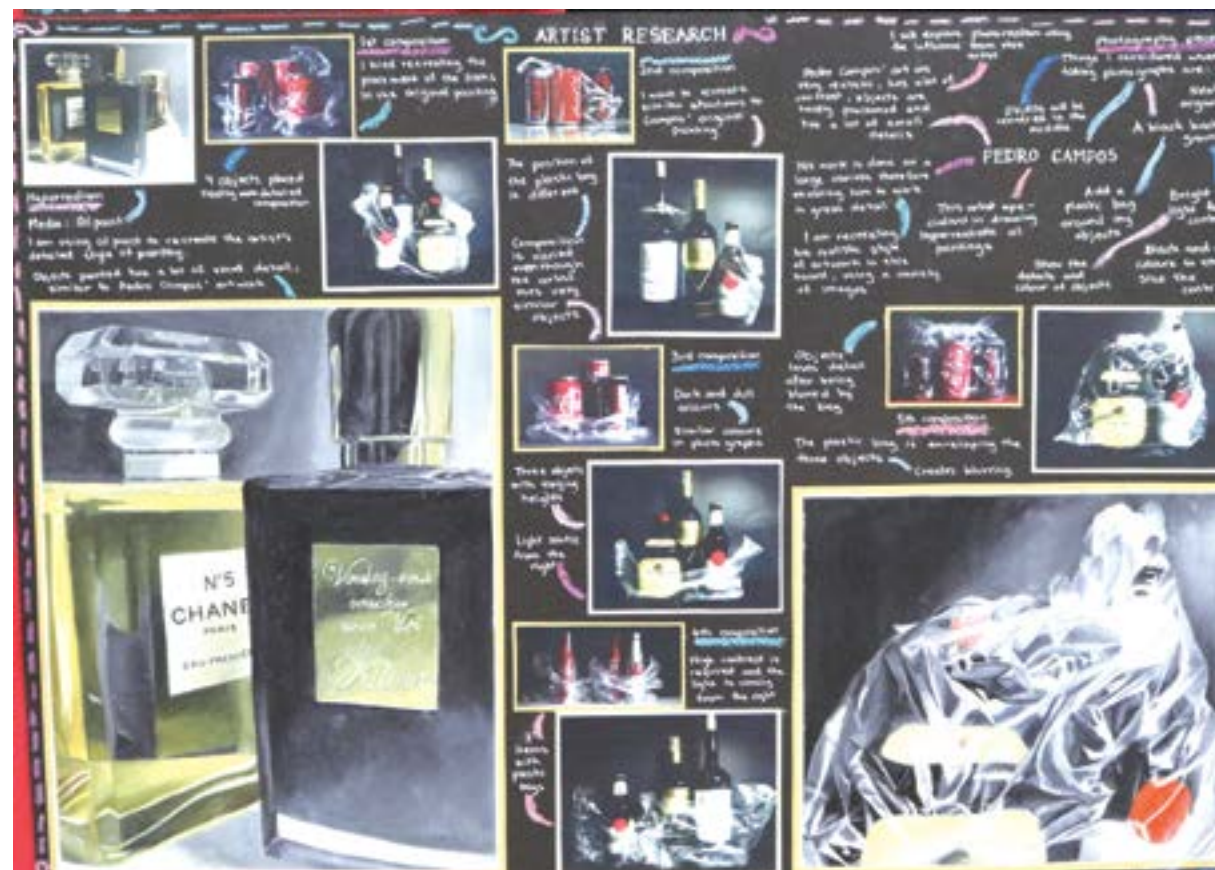


# YEAR 11 iGCSE

Hai Ha Hoang

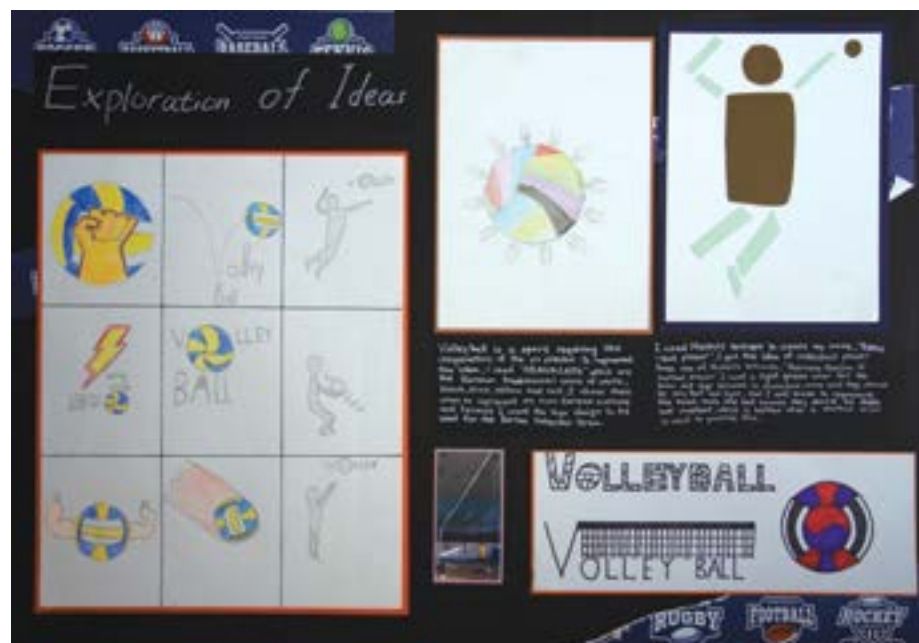








*Ji Hoon Kim*





## Artist Response Rebecca Coleman



I chose Rebecca Coleman as she was different print-making techniques the printing her beautiful black and white prints.



A print piece is inspired by my artist, Rebecca Coleman.



Rebecca uses black and white to create a heavy atmosphere and also creates her artwork by using perspective, which further links to my theme of "journey" and the idea of a journey towards the perspective, this also used this time for creative situation.

I also use four steps of printing on my photographs, which would be very interesting into the composition my theme.

Although Rebecca Coleman used wood engraving, I would like to try out her style using different printing techniques.

I decided to use printing to add my print to a high quality for Rebecca Coleman.

My first aim to make the image look and work with the image, the heavy lines and the lines.



Original photograph.



Scrub the block.



I changed the tone of the block.



I printed using a block.



I printed using a block.



One of my final prints.



Rebecca Coleman's print of a London Underground roundabout sign.



My artwork will be made to look like Rebecca Coleman's.

## Board 3: Development of Idea & Media



I have experienced with this print to make the look as similar to Rebecca Coleman's style as possible. I have printed the image using the same printing technique.



## Final piece plan



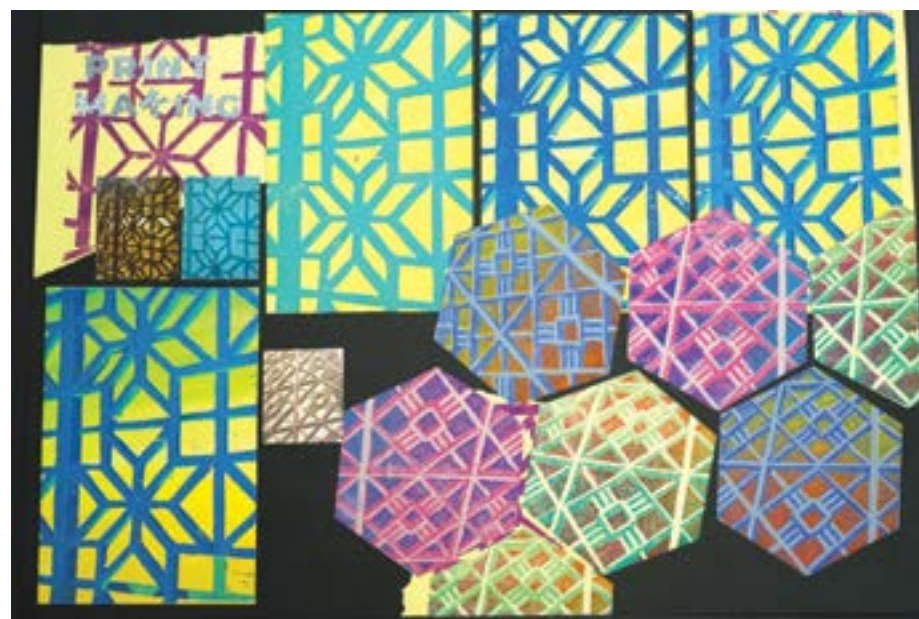
I am planning to merge the different printing techniques, woodcut and the print, to put out the plan.

At last, I will use woodcutting technique to print the part of the plan that I will not use the line with the remaining part will print it.

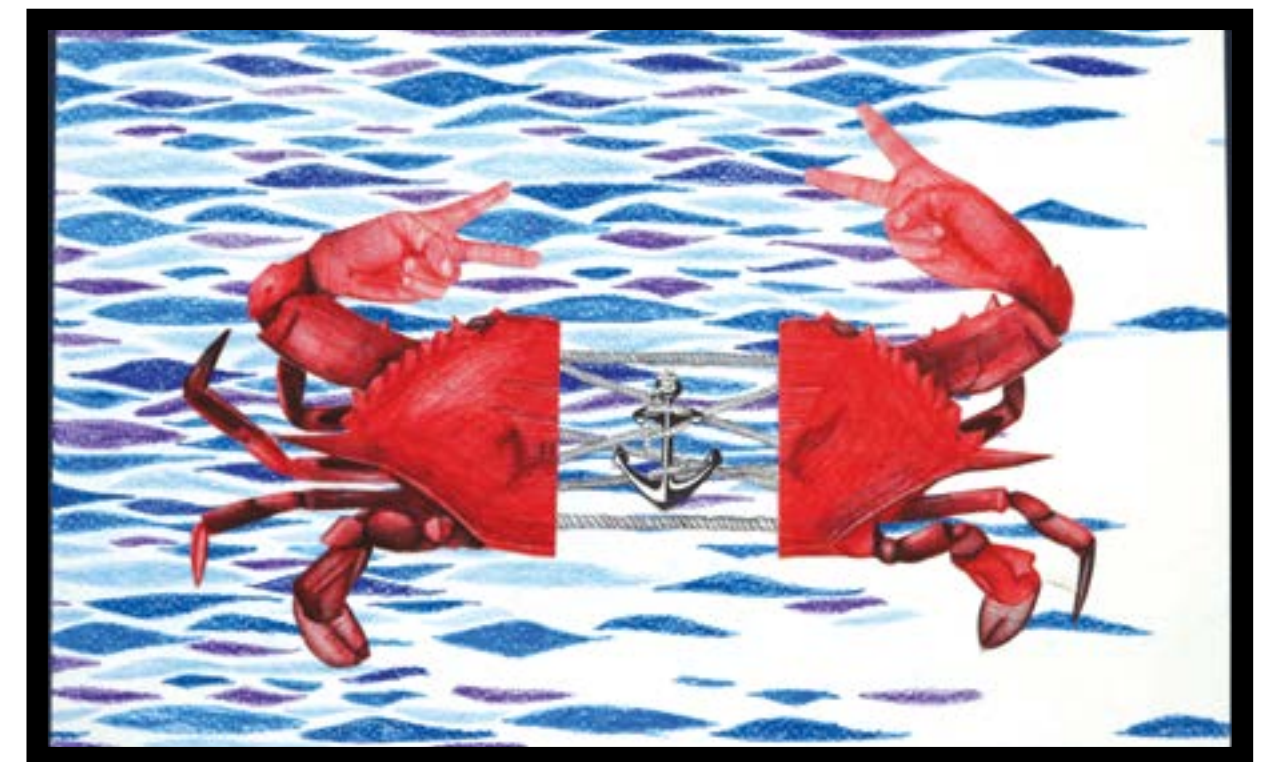




*Ji Min Jeon*



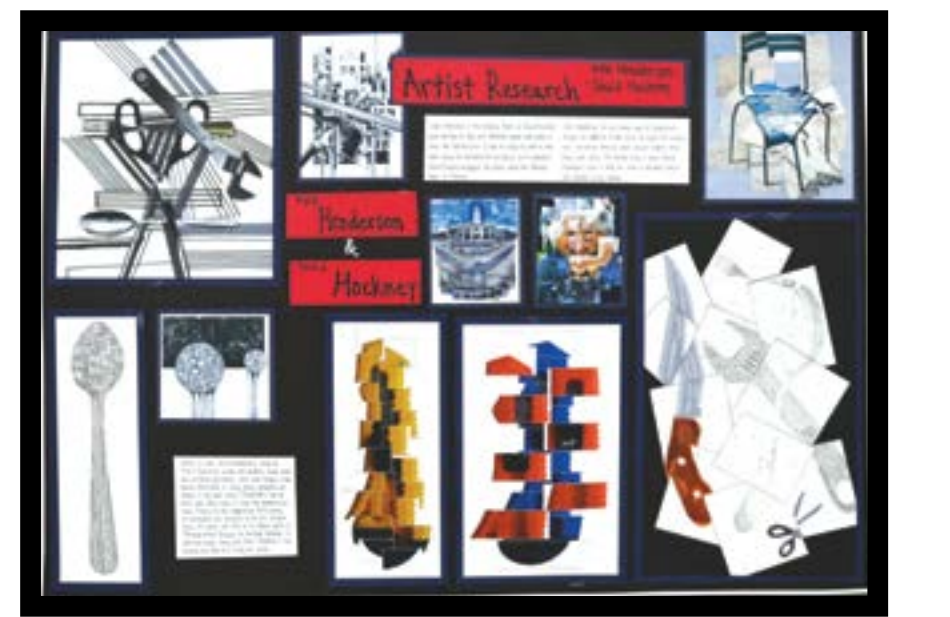
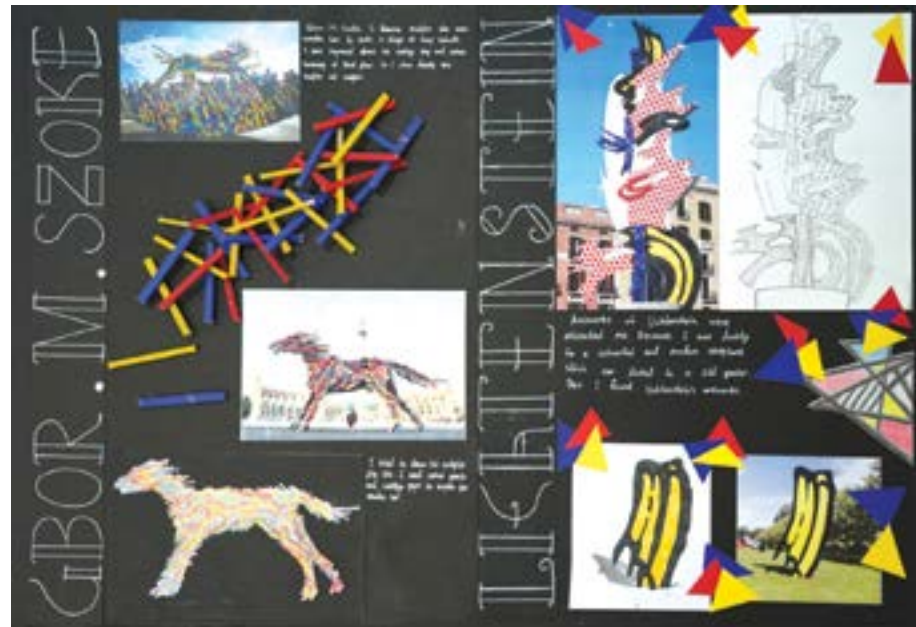






# YEAR 11 iGCSE

Kyung Mo Kim



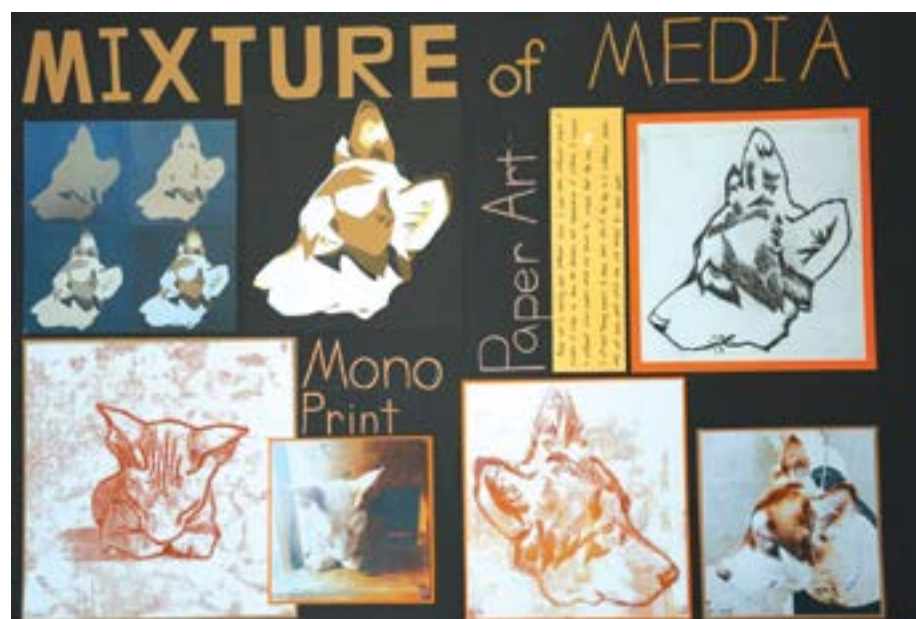






# YEAR 11 iGCSE

Mi Yeon Lee



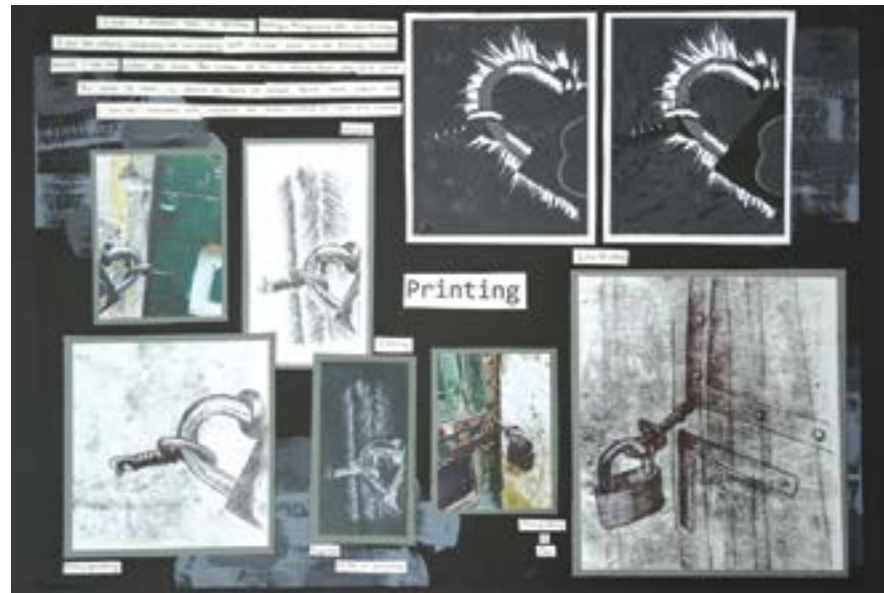






# YEAR 11 iGCSE

Minh Anh Nguyen



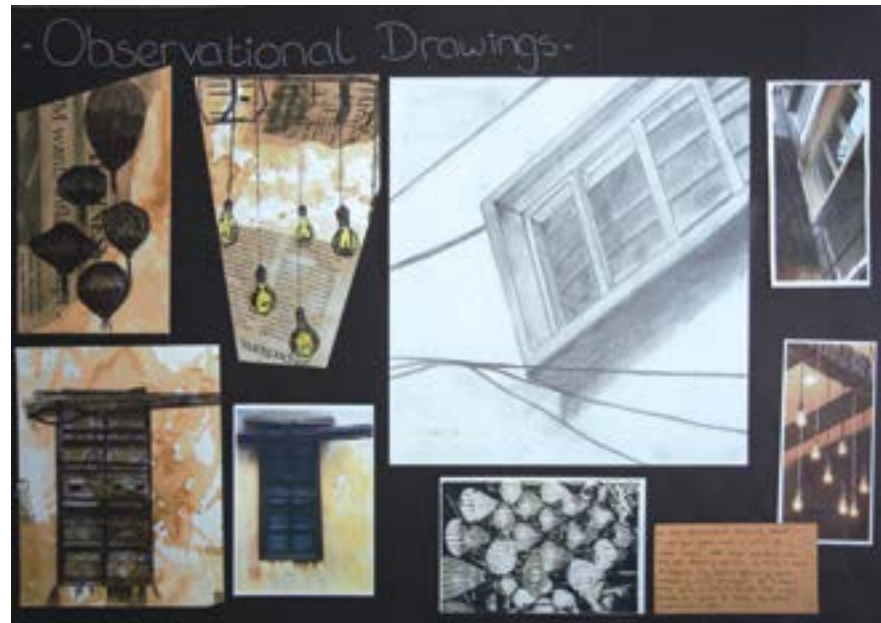






## YEAR 11 iGCSE

Phuong Anh Pham



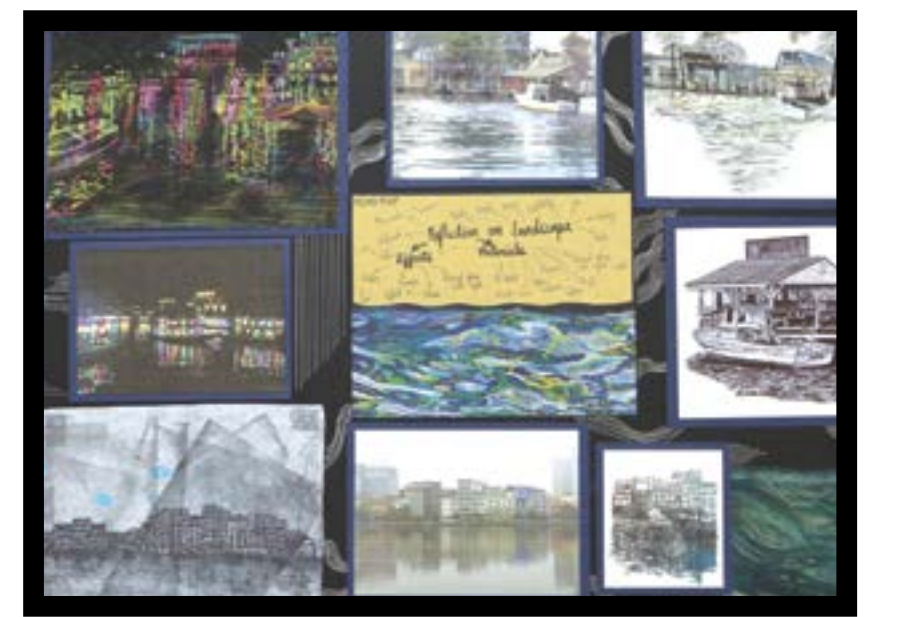






# YEAR 11 iGCSE

Seong Won Mun









# YEAR 11 iGCSE

So Yun Lee



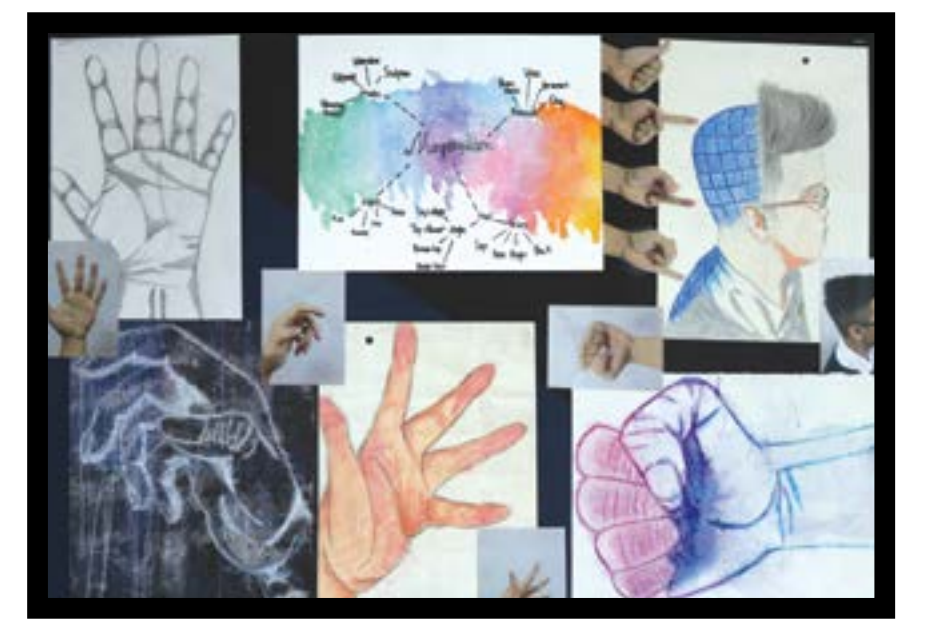
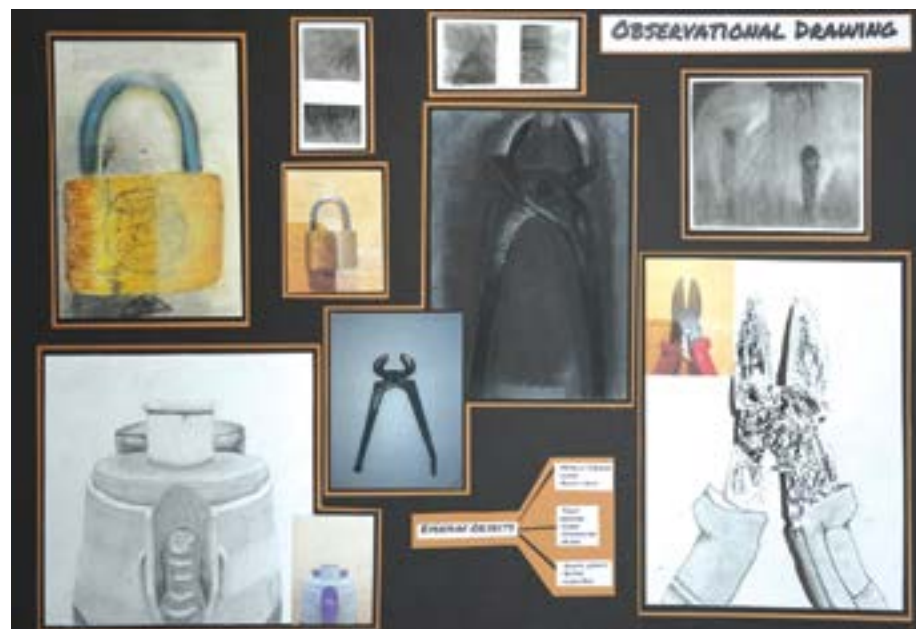




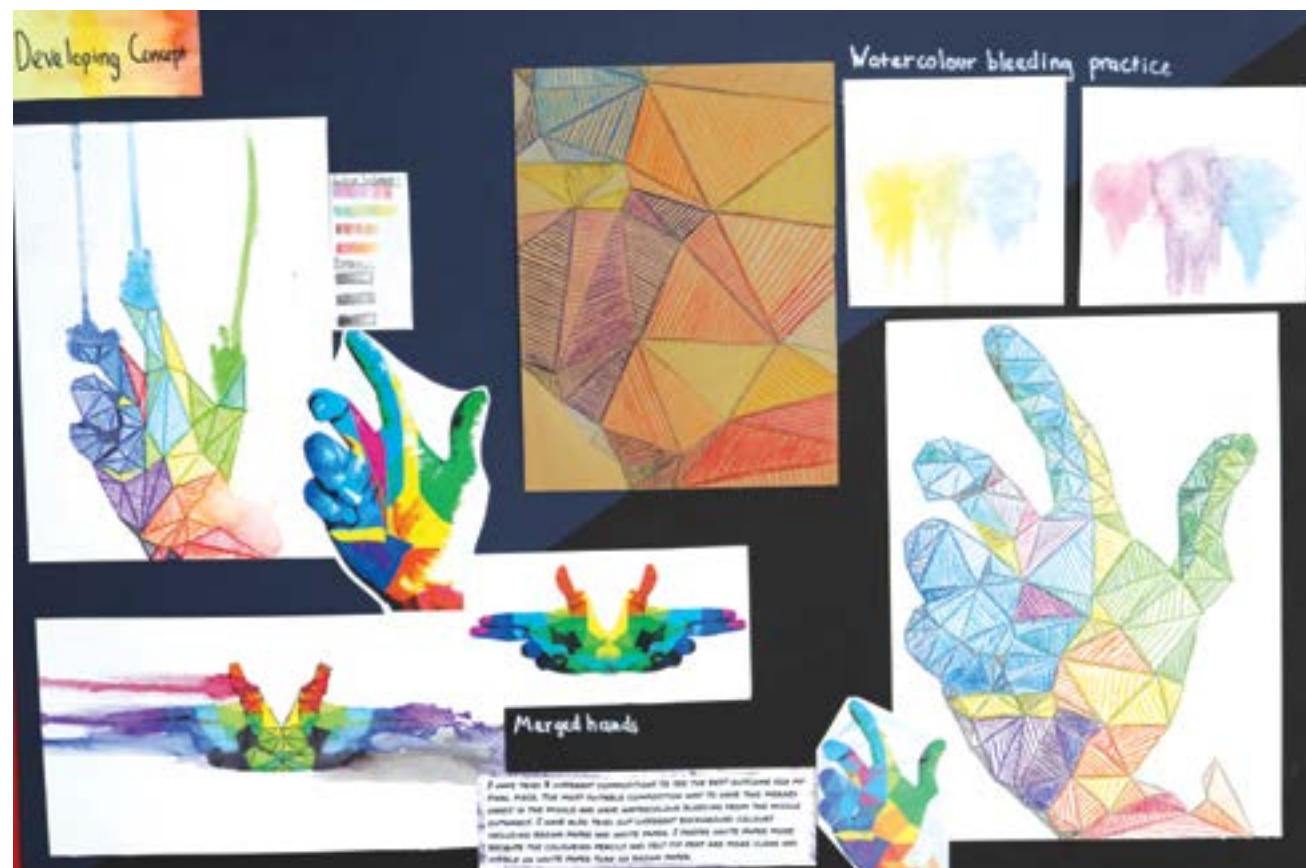


# YEAR 11 iGCSE

Thanh Nam Nguyen



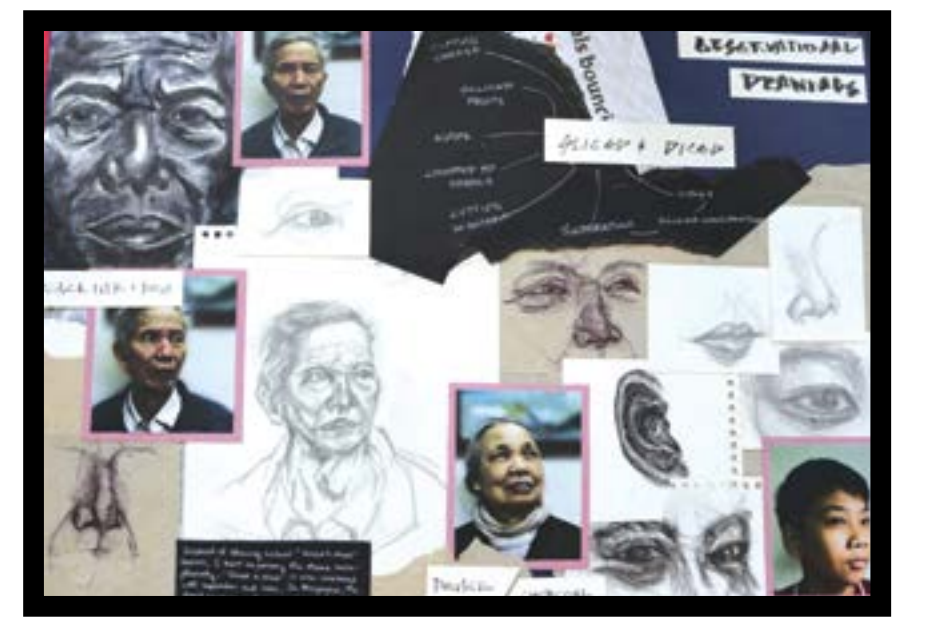






# YEAR 11 iGCSE

Thanh Truc Tran







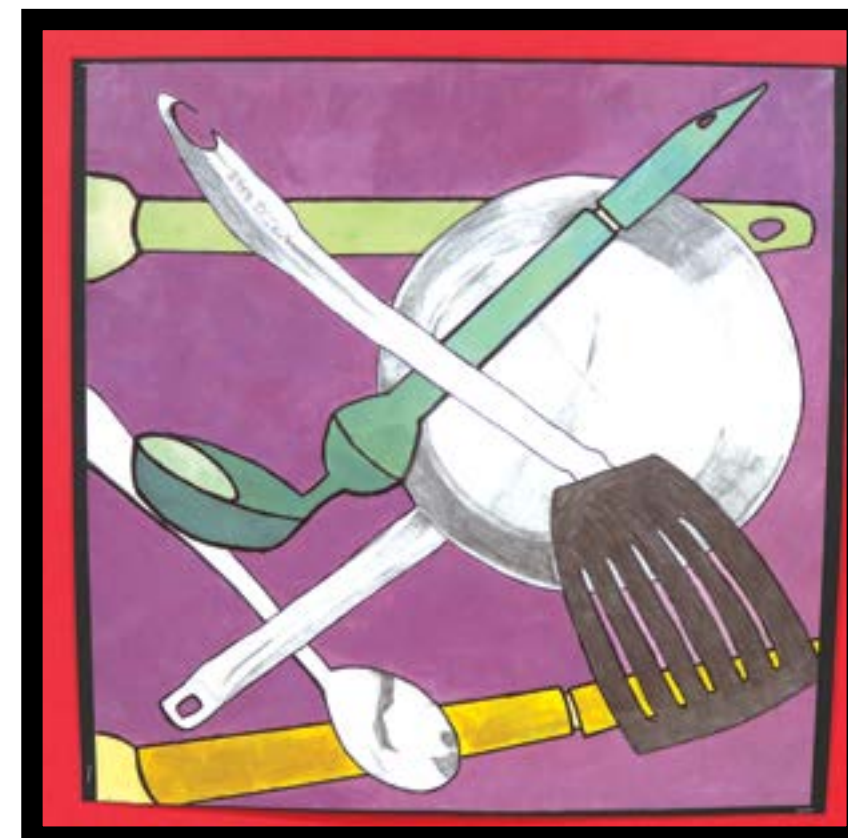
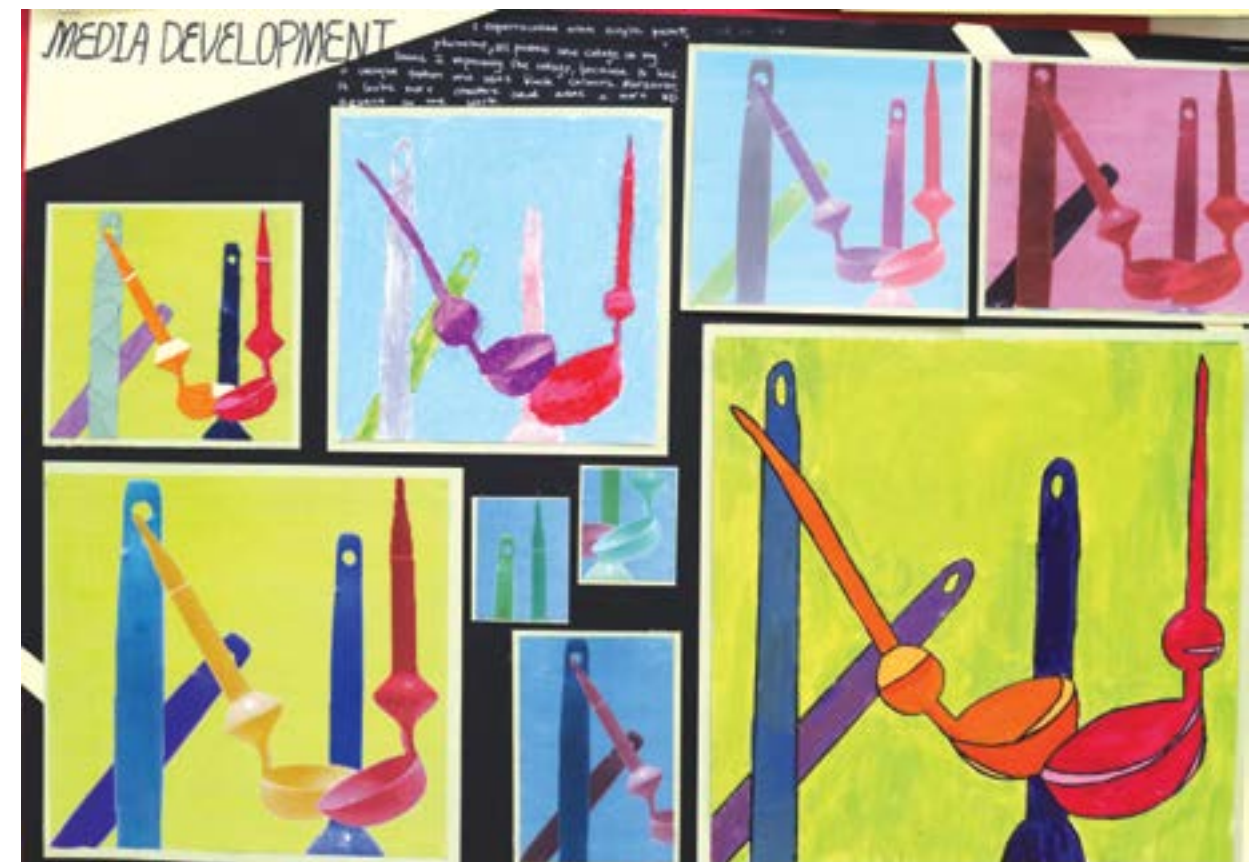


## YEAR 11 iGCSE

Woo Chan Song









## YEAR 11 iGCSE

Young Woo Jo



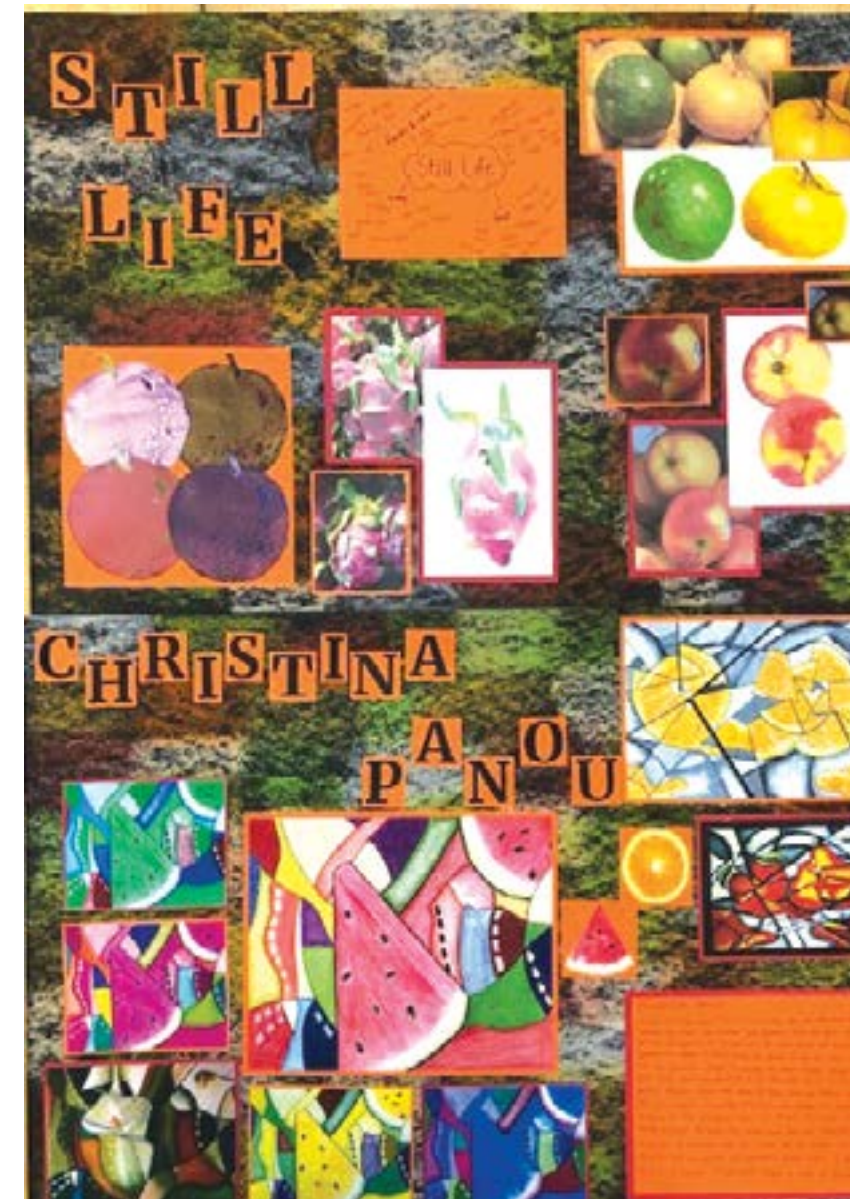




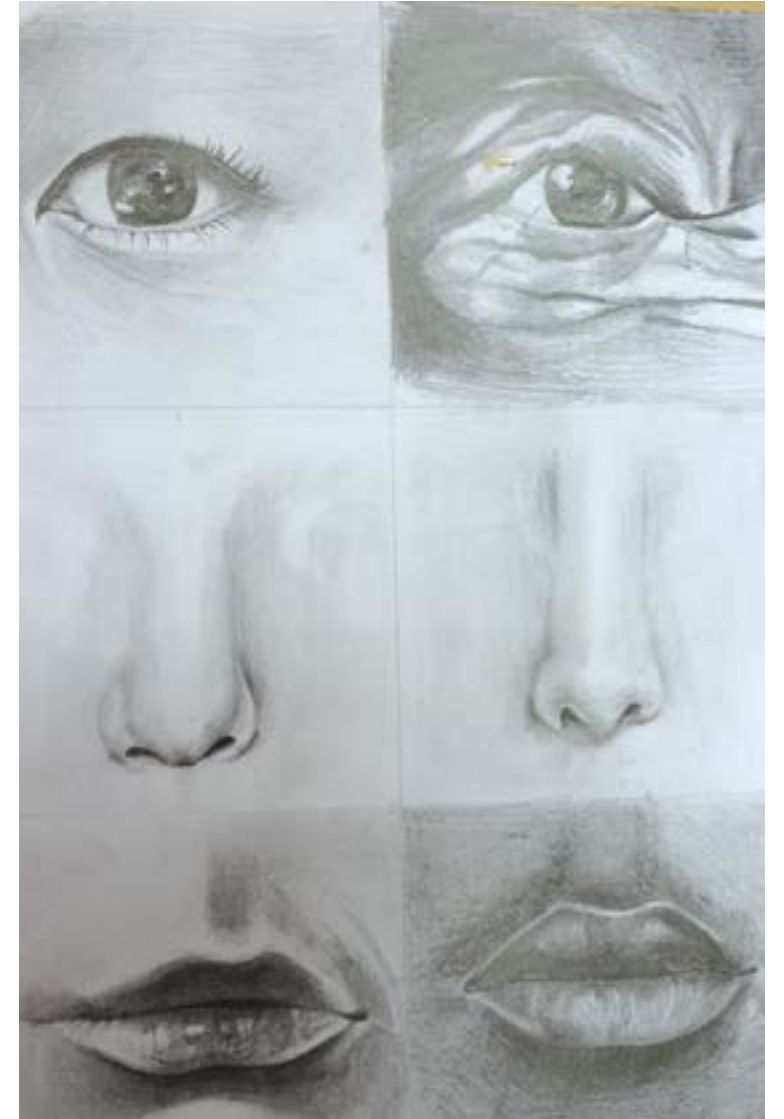


## YEAR 11 PIB

We prepared students for IB Visual Arts by teaching them a wide range of techniques and skills in a variety of media. Following these explorations, students completed a mini iGCSE project where they prepared boards that led to a final piece. The work shown here is a culmination of their sketchbook work and their completed boards.









## YEAR 13 IB Visual Arts

Bao Trang Vu

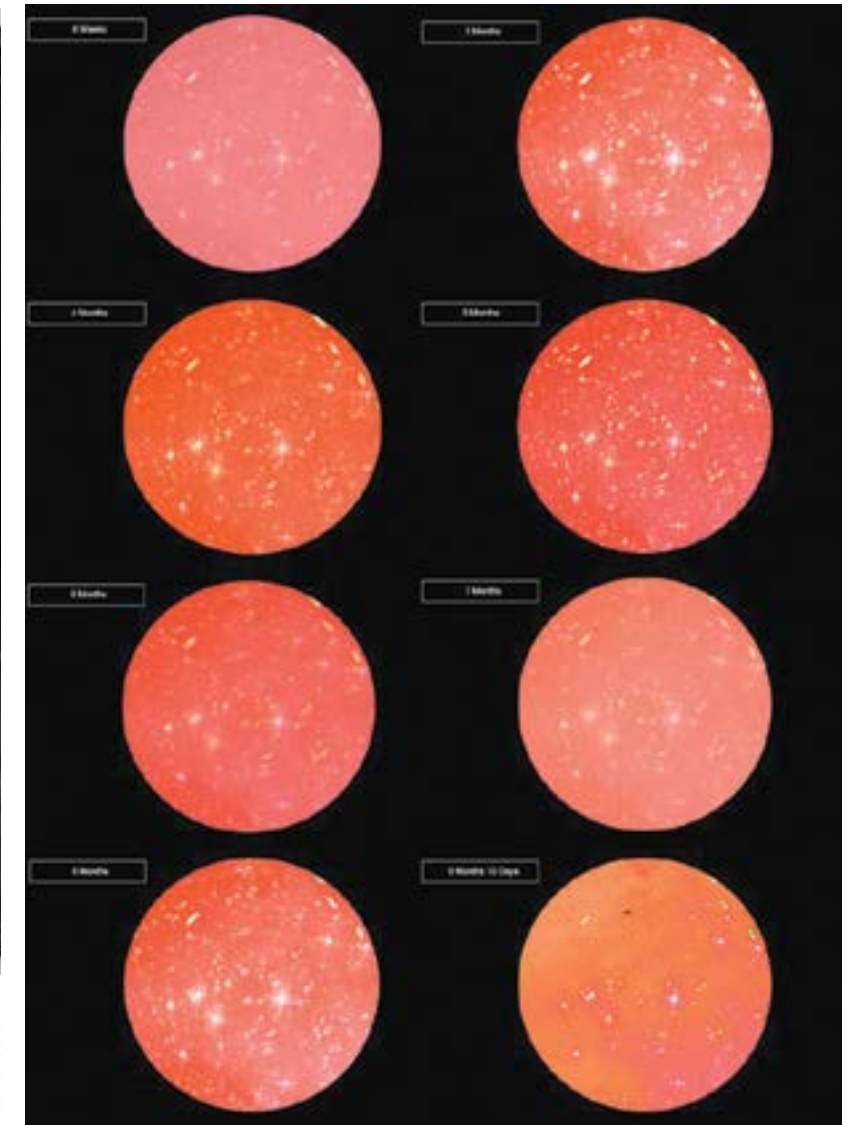
Theme: Communication



"I have always been interested in how connections form one's identity and what type of connections we have as an individual. By exploring 3 main types of connection (relationship, biological and individual connection), I hope the audience will gain a better understanding and more awareness of their own connections as well as knowing mine. To help achieve the purpose, the exhibition is in a closed space with a small entrance in order to make the viewers feel like they are walking into a story and feel fully immersed."



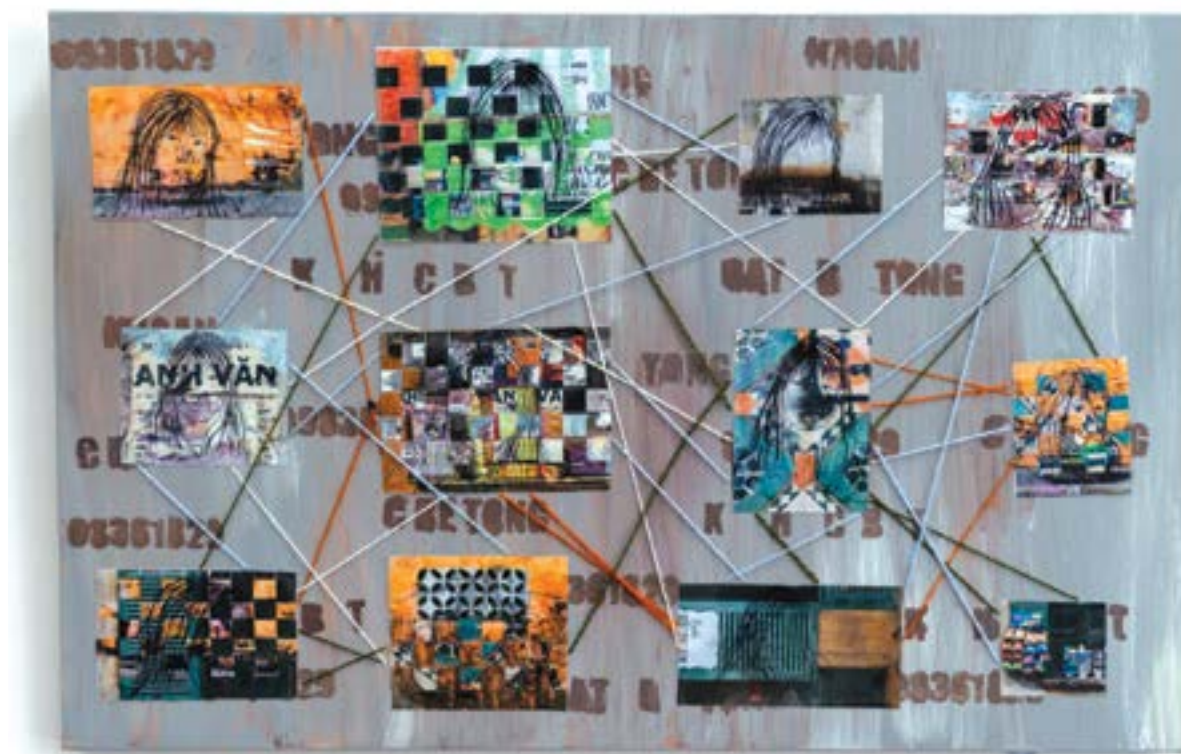
About me



The Womb(ADDITIONAL )



Parallel memories

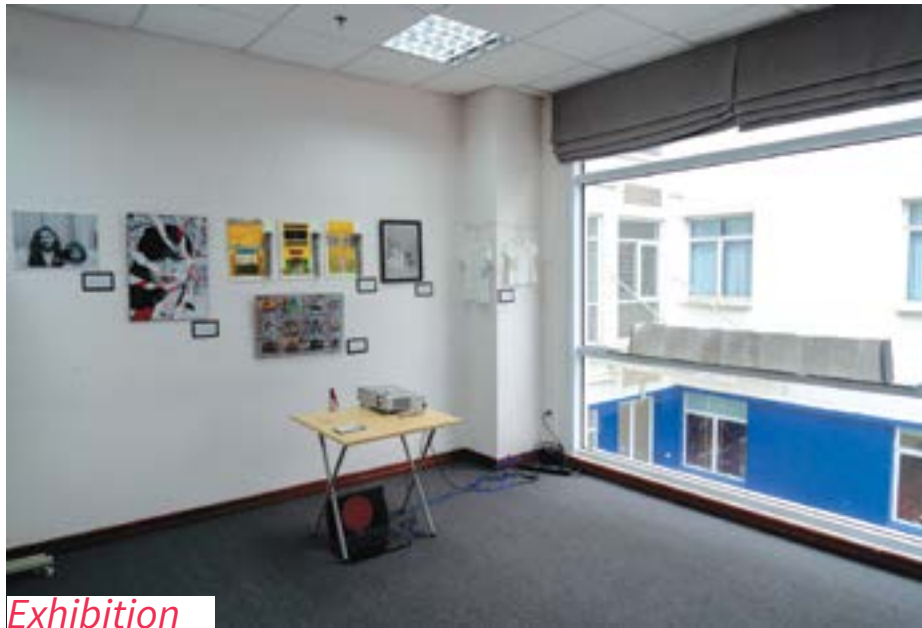


Chaotic Screen



The Storm





Exhibition



Exhibition



Linked



The womb



Maternal bond



My mother



Triple H - Hanoi, Ho Chi Minh City, Hoi An



Linked



## YEAR 13 IB Visual Arts

*Dong Ae Ha*

*Theme: Beauty Standards*



"In Korea, beauty is everything which can cause a lot of feelings of inadequacy and low self-esteem. I wanted to use my project to broaden people's perceptions of the beauty standard in this society. I have explored the themes of gender stereotypes about physical appearances, as well as gendered toys, and beauty and old age, to encourage audiences to rethink their own beliefs about beauty standards."



Korean Beauty



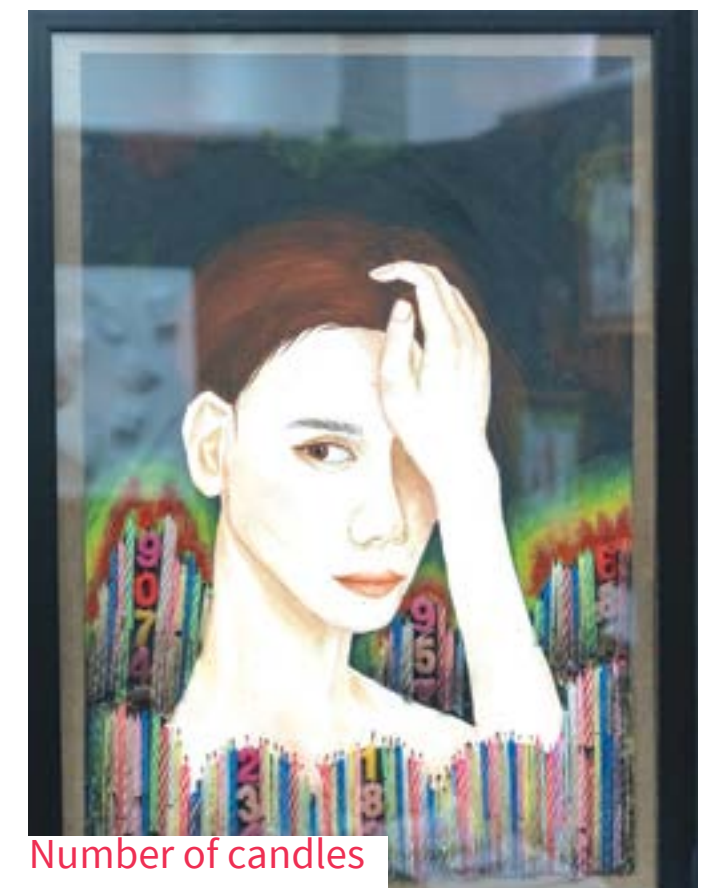
Matured



What if



What if



Number of candles





Exhibition



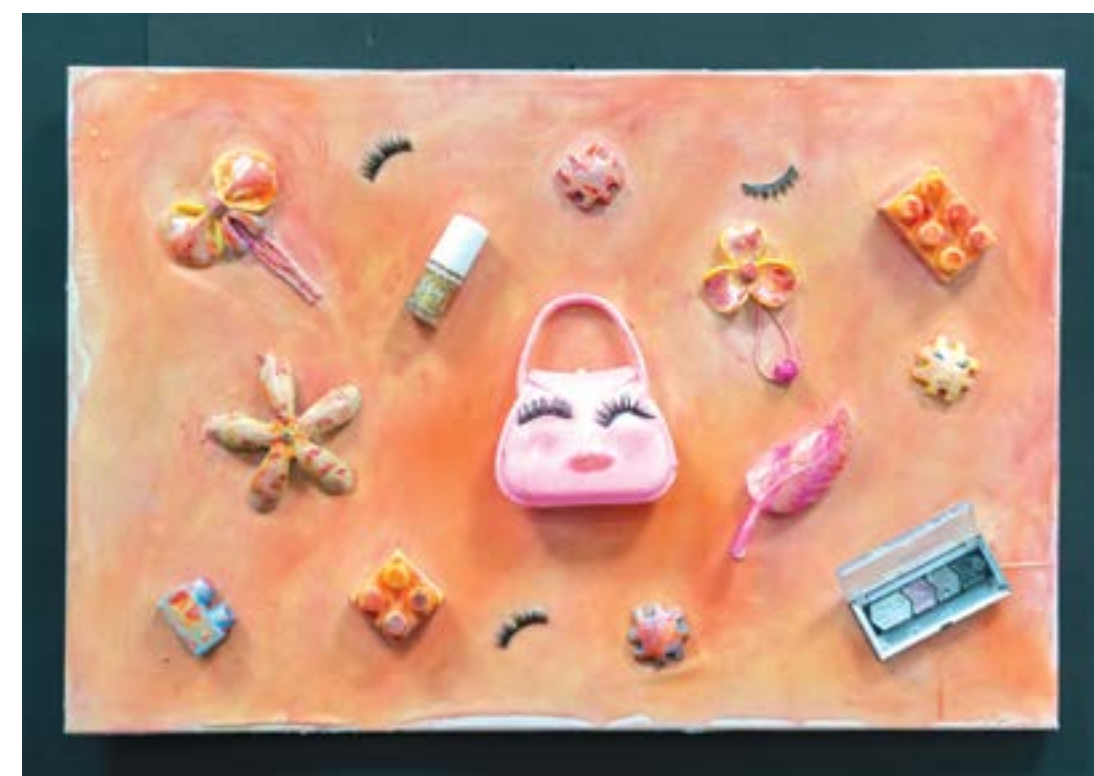
Exhibition



Rockabye



Toys



Toys



## YEAR 13 IB Visual Arts

Hong Phuc Tran

Theme: *The Beauty of Vietnam*



"Though my body of work has developed through different ideas and concepts, they all link to the theme of 'The Beauty of Vietnam'. As an international student, I have had chances to associate with people from diverse cultural backgrounds and am captivated by how one's identity can be determined by their culture and traditions. I was intrigued to explore my own and investigate the sub-themes of Vietnamese lifestyle, fashion, craftsmanship and societal expectations of women. I exhibit my work in a closed space to make viewers see clearly how different parts of Vietnamese culture interlink."



Felidae



Cascade



Confusion



Melancholia





Parallel



Beauty of Labour



Exhibition



Cu Toi



Exposed



Exhibition



## YEAR 13 IB Visual Arts

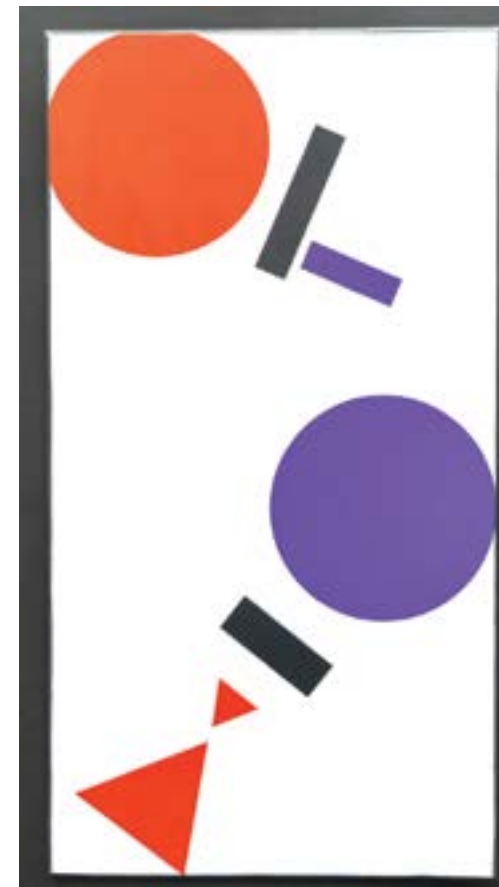
Jin Ju Lee

Theme: Identity



“As a student who is interested in psychology and the study of people’s behaviour, emotion and thoughts, I explored the theme of identity in several different ways.

Firstly, ‘sexual identity’ is a controversial issue in my home country. As a person who supports gender equality, I wanted my artwork to communicate the presence of sexual minorities in ‘Out’. Following this piece, I viewed ‘self-expression’ and how aspects of identity, including sexual identity, are suppressed as we grow up in ‘Out-childhood’. It further inspired me to create ‘Childish’, which communicates the societal pressure put on children in Korea, to become less expressive. The merged photo illustrates the phrase ‘seen but not heard’ and puts adult’s expectations on young children. I want the audience to feel the awkwardness and show that it’s natural for a child to behave like a child because it’s their identity.”



Out



Mobius strip



Mobius Strip



Childish





Exhibition



Between



Mirror



Out-childhood



## YEAR 13 IB Visual Arts

Manh Ha Tran

Theme: Facade



‘Facade’ is defined as the act of putting forward a false exterior in order to mask an emotion within. In my body of work, I have tried to explore this theme in different ways - by evaluating the importance of emotion in life, as well as art, by looking at the deceptive use of expression to convey an alternative emotion, and finally, by looking at the societal expectation on men to restrict themselves from self-expression, a notion stemmed from the conservative view of emotion. Working mainly with faces, I found inspiration in deciphering the subtle details of one’s expression in my artworks.”



Blank



Interchangeable



Childhood



Exhibition







A Robot's dream



Melancholy



Trio



Upside Down



Upside Down



Blank



Facade 1962



Windows to the soul





## YEAR 13 IB Visual Arts

*Tina Hoa Thuy Tien*

*Theme: Construction & Deconstruction*



Despite heavily relying on our brain to retain our memories, the brain is not as powerful as we perceive it to be. I wanted to express the flaws and gaps the mind creates, but also the way it tries to make up for its missing information. As an abstract subject, I wanted to express this concept visually while retaining its original idea. My sub-themes include nostalgic memories, distorted memories and relationships.



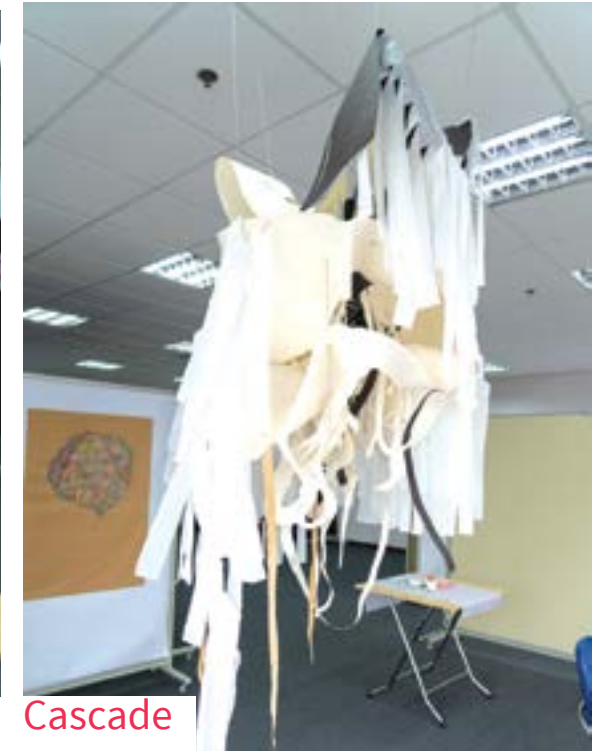
I can't recall



Exhibition



Exhibition



Cascade





Looking down



Memorbilia



Look Ahead



It looks alright



Sweet and insubstantial



What is inside



## Art ECAs

Students have worked hard this year to contribute to the school community in a creative way. Term 1's ECA allowed students to create the set design for the school's music production, 'Annie'. They also created a beautiful display for Remembrance day and the Poppy Appeal. iGCSE and IB students took part in Art workshops in Term 2 to build up their body of work and to use a wide range of media available in the classroom. In term 3, students designed and created a mural in the student mentor room. Their contribution has enhanced the school environment with beautiful results.









## The Big Draw

The Big Draw is the world's biggest drawing festival that promotes drawing and visual literacy. The theme this year was 'Play' and students across all year groups enjoyed taking part in imaginative and exciting activities. Lunch time workshops and Art lessons were used to create collaborative Artworks and a large scale 3D piece inspired by Frank Stella. The week was a huge success!









## KS3 Google Doodles and Exhibition Invitations

KS3 students looked at design and typography and how they are used for Google Doodles. They created their own Google Doodles and then developed their ideas to create invitations for the 'The Great Art Timeline' exhibition.

